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ABSTRACT

The U.S. Office of Education's National Diffusion Network is designed to transport and systematically promote the adoption of validated innovative programs throughout the nation. The 13 case studies in this publication are intended to provide a comprehensive overview of the state facilitator effort and accurately represent the range and diversity of the organizational and programmatic aspects of the 53 facilitator projects. Each project is structured around three components: (1) the historical origin or evolution of the project together with its organizational context, (2) the actual operational strategy employed and its rationale, and (3) a general critique of the first year's operations from the project director's perspective. The document concludes with summary observations on the case studies and a two-part appendix. The first appendix provides an encapsulated description of each facilitator project together with a list of adopting schools/districts in each region. The second appendix lists the 53 state facilitator projects (fiscal year 1976) in alphabetical order according to state. (Author/MLF)

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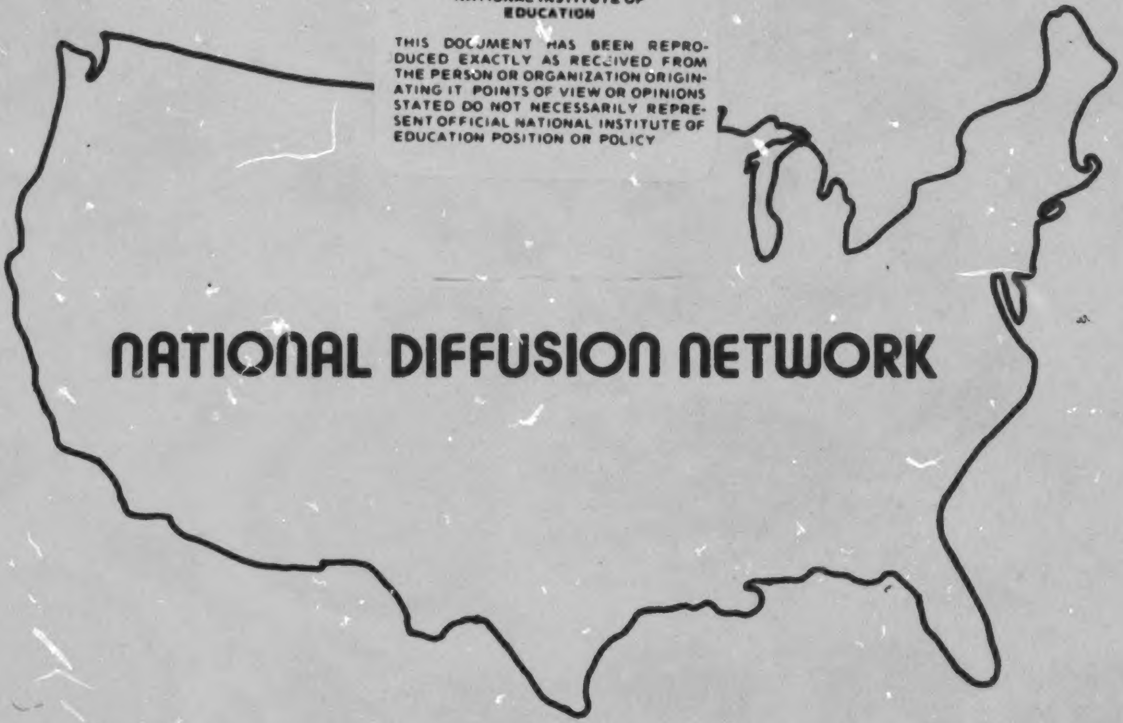

NATIONAL DIFFUSION NETWORK

casebook of selected state facilitators

EA 008 700

Developed by

Massachusetts Diffusion Assistance Project

a project of the NETWORK OF INNOVATIVE SCHOOLS, INC.

The Massachusetts Diffusion Assistance Project (MDAP) is a major component of the NETWORK OF INNOVATIVE SCHOOLS, Inc., a non-profit educational service agency located in Merrimac, Massachusetts.

The Handbook is the third and final document to be developed, published, and distributed by the Massachusetts Diffusion Assistance Project (MDAP) for the purpose of interim assessment and documentation of the U.S. Office of Education National Diffusion Network.

The development of the Casebook of Selected State Facilitators was wholly supported by the U.S. Office of Education, Department of Health, Education, and Welfare. However, opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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INTRODUCTION

In January of 1975, the Massachusetts Diffusion Assistance Project (MDAP) undertook the development, publication and distribution of three documents for the purpose of interim assessment and documentation of the U.S. Office of Education's National Diffusion Network. Composed of state facilitators, developer-demonstrator projects, participating local school districts, and USOE coordinators, the National Diffusion Network is designed to transport and systematically promote the adoption of validated innovative programs throughout the nation.

The Casebook of Selected State Facilitators is the third of three products. This volume was preceded by the Directory of Statewide Facilitators, a document consisting of two pages of descriptive information on each of the fifty-three state facilitator projects, and the Handbook of Diffusion Tactics, a compendium of diffusion tactics and techniques contributed by a large number of facilitator projects.

The process of developing this document actually began in the early spring of 1975. In order to select facilitator projects for inclusion in this Casebook, MDAP staff examined the extensive information gathered in the course of developing the Directory of Statewide Facilitators and the Handbook of Diffusion Tactics. A number of dimensions or factors were considered including: population density of area served, geographical location, previous experience of project staff in dissemination/diffusion, level of funding, size of staff, relationship of project to the State Education Agency, level of involvement in the National Diffusion Network proceedings, and type of operational strategy employed.

Our goal was to select thirteen projects that, when aggregated in one volume, would provide a comprehensive overview of the state facilitator effort and accurately represent the range and diversity of the organizational and programmatic aspects of the fifty-three facilitator projects.

During the late spring of 1975 senior staff members of MDAP conducted onsite interviews at each of the selected facilitator sites. Data collected via these lengthy onsite interviews was supplemented by various print materials such as promotional brochures, catalogs, and project proposals.

Transcribed interview tapes and assorted supplementary materials were transformed during the summer of 1975 into case study drafts. The drafts were sent to participating project directors who checked them for accuracy. The approved drafts were then returned to our offices where, in the early fall, they were given a final editing before delivery to the printer.

The heart of this volume is the set of thirteen case studies, each of which is structured around three components:

> The historical origin or evolution of the project together with its organizational context
>
> The actual operational strategy employed and its rationale
>
> A general critique of the first year's operations from the project director's perspective. Specific points include project strengths and shortcomings, changes anticipated for FY 76, and a discussion of the future of diffusion efforts in the state.

The discussion of each project's origin and organizational context describes the sequence of events leading to the project's receipt of Section 306 funding, the goals and major program thrusts of a predecessor organization where applicable, the background and areas of expertise of key staff, and the general operating style and decision-making process characterizing the project.

In describing the operational strategy, a number of features are considered: the conceptual or theoretical framework used as the basis of the operational strategy; the quality and quantity of external communication with developer-demonstrators, the State Education Agency, the U.S. Office of Education, and other actors within the National Diffusion Network; and finally, the events, activities, and rationale comprising the actual strategy employed.

The final portion of each study called for the project director's assessment of the operational strategy in terms of its effectiveness in achieving project goals. In cases where an evaluation design was employed, the design and conclusions are presented. In each case, the facilitator project director's perceptions of program strengths and shortcomings are described together with anticipated changes for fiscal 1976. Project Director's opinions on the future of the state facilitator concept and generalizations about educational change and diffusion complete this section.

The total document concludes with summary observations on the case studies and a two part appendix. The first appendix provides an encapsulated description of each facilitator project together with a list of adopting schools/districts in each region. The second appendix lists the fifty-three state facilitator projects (FY 75) in alphabetical order according to state.

The order in which the case studies and their corresponding appendices appear is based solely upon the sequence in which the studies were completed and sent to press. No other sequence was intended, nor should be implied.

I want to acknowledge the exceptional leadership of Dennis E. Collins, who, in his capacity as Project Manager, developed the conceptual framework for the Casebook, organized staff, and saw a complex project through to its successful completion. In this capacity he effectively dealt with incomplete airline schedules, malfunctioning tape equipment, erratic postal deliveries, and numerous frustrations and difficulties.

Additionally, I would like to highlight the final writing and editing of the total manuscript by Leslie Hergert and Susan Watkins. Thanks for their individual writing contributions also go to Dr. Richard C. Harris, D. Max McConkey, Christopher Drew, Richard A. Bumstead, Lawrence Terry, Jon Kaiser, Marlin Murdock, and Michael Micinowski.

I would also like to express my appreciation to the U.S. Office of Education, Title III, Section 306 staff, particularly Jean Narayanan, whose total commitment to the National Diffusion Network continues to be an inspiration to all concerned, and to Nancy Taylor, the MDAP Project Officer.

Finally, gratitude is due each of the participating facilitator Project Directors without whose full cooperation and support this major documentation effort would not have been possible.

David P. Crandall, Ed.D.
Executive Director

October, 1975

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APPENDIX

1

pennsylvania

Project RISE-306

King of Prussia, Pennsylvania

Begun in the late 60's as a Title III project, RISE (Research and Information Services for Education) has had broad experience in the dissemination of information. When 306 funding became available, the Pennsylvania Department of Education (SEA), recognizing RISE's proven ability in creating awareness of innovative programs among state educators, suggested that RISE develop and submit the proposal that led to the establishment of RISE as State Facilitator for Pennsylvania. For RISE, assuming this new role was a logical extension of its services from dissemination, which they view as creating awareness, through the provision of needed information, to diffusion, the process of adoption and implementation.

Organizational Background

The Pennsylvania State Facilitator project, RISE-306, grew out of an existing information dissemination agency that had been devoted to providing state educators — teachers, administrators, curriculum developers, school board members, etc. — with information and research drawn from local, regional, state, and national resources. RISE operates under the joint sponsorship of the Pennsylvania Department of Education Bureau of Planning and Evaluation and the Montgomery County Intermediate Unit. RISE receives state, federal, and local money in support of its services.

In 1971, the PDE established 20 Intermediate Units throughout the state, replacing 67 county school offices. The IUs were designed to act in their regions as service agencies, providing assistance to the state's 504 school districts with a student population of 2,000,000 children. The PDE plays a large role in local education in Pennsylvania, which has had a long tradition of state support of education. Education expenditures account for about 54% of the state's operating budget.

In addition to establishing the IUs, the PDE also mandated two other far-reaching changes in the state's public education system, both of which have increased the need for the services provided by RISE. The state recently required that every school district undergo education quality assessment every three years, and has developed 10 goals of quality education for Pennsylvania schools, most of which concentrate on affective as opposed to cognitive growth and development. The state has long seen the role of schools as providing more than academic skills.

Additionally, school districts are required to engage every five years in long-range planning for the schools of their district, with a strong emphasis placed on community involvement in the goal setting process of planning.

RISE began working with only two of the state's IUs, Montgomery County (RISE's sponsoring LEA), and Bucks County. It now provides services, on a contract basis, for 25 of the 29 Intermediate Units in the state. Eighty percent of the state's IUs have a RISE-trained staff member serving in the role of a Research Utilization Specialist. This RUS staff member is the linking agent between RISE's information resources and the IUs and their district schools.

RISE's most important service is the preparation and dissemination of research information reports resulting from literature searches. RISE searches can be either manual, computer, or both, and the result is a package of information in the form of bibliographies, article or book printouts, abstracts, and other material.

Key Staff

The Pennsylvania State Facilitator project, RISE-306, is directed by Richard R. Brickley, who is also director of the parent organization, RISE. Richard Brickley taught in Harrisburg, Pennsylvania public schools for five years before joining the staff of the Pennsylvania Department of Education, first as a curriculum development specialist and then as the coordinator of the ESEA Title III State Plan Program. Mr. Brickley became the Director of Project RISE in 1970 and assumed direction of the 306 effort in 1974.

Carolyn Trohoski, Assistant Director of both Project RISE and RISE-306, serves as the day-to-day manager of state facilitator operations. She was an elementary teacher for 5½ years, and began working at RISE as a literature searcher in 1968. In 1970, she became an information specialist, in 1972 the Director of Information Services, and recently was appointed Assistant Director of RISE, assuming facilitator project responsibilities among her duties.

Ms. Trohoski is assisted in the day-to-day management of 306 operations by Jan Robinson, who served as an information searcher at RISE before joining the 306 staff in May 1975.

Operating Style

Because of the small size of the state facilitator project staff, internal communications are informal and frequent; project operation discussions occur daily, with the Director and Project Manager keeping in close touch with one another's activities and decisions.

Once a month, the state facilitator staff meets with all other RISE staff members to outline the current state of the project, in order to keep all RISE personnel, even if only peripherally, involved with 306 efforts, acquainted and up-to-date with project activities.

Conceptual/Theoretical Framework

RISE-306's approach to dissemination and diffusion is characterized by a strong commitment to local autonomy in decision-making. Dissemination, which RISE looks at as information transfer, and diffusion or process transfer, can only effectively occur in the presence of locally defined needs and local ability to determine what types of services best meet these needs. RISE-306 staff members recognize that discrepancies do occur between what a district school says it needs and what it really needs, but do not feel empowered to redefine needs for a district. By meeting "needs," even those which fall short of real needs, RISE-306 staff members feel they can establish the degree of credibility and reputation for supportiveness necessary to providing service when substantial issues arise.

RISE-306 staff has developed a philosophical commitment to allowing local districts to effect the most appropriate mix and match from a variety of programmatic and informational alternatives. RISE-306 staff is concerned, however, about the lack of control that exists in most adoption/adaptation/replication situations. After creating awareness, providing program information and training, those teachers implementing the innovations are often forgotten and neglected in closed-door classrooms.

RISE-306 views its role as facilitator as an advocate on behalf of local districts and schools, and not as a marketer of D/D or DRP pool projects. This is related to their concern for the exportability of innovative projects and their unwillingness to force programs on local educators. Innovative programs are worthless, RISE-306 staff members feel, if they are unrelated to needs, and they view this as one of the major shortcomings of many D/D projects, the lack of defining which needs are being addressed by the project.

RISE-306 distinguishes between replication, adoption and adaptation. The facilitator project staff view replication as an item for item, one-to-one duplication of an existing program; adoption involves assuming the "core" of an existing project into a new situation; finally, adaptation, for the RISE-306 staff, entails taking any divisible piece of an existing project and putting it into place in a second setting.

External Communications

RISE-306 Facilitator Project did not alert the local schools to projects which had insufficient information at the awareness level. RISE-306 initiated interest in the pool of programs by local districts when a sufficient number of D/D projects had submitted documentation or awareness brochures.

D/Ds

RISE-306 waited until introductory information had been received from the D/D pool before directly contacting D/D projects. This introductory information often proved insufficient for creating more than surface awareness, but the facilitator project's requests for additional materials did not yield either the quantity or quality of materials or information the staff felt was necessary. Before receiving the MDAP catalogue listing D/D projects, the RISE-306 staff found they had a regular insufficiency of awareness materials.

RISE-306 staff directly contacted those D/D projects in which Pennsylvania school districts had expressed interest, and they made all initial arrangements for observation site visits and training, and attended most training sessions.

State Department of Education

The facilitator project was able to draw on the long involvement of Project RISE with the PDE Bureau of Planning and Evaluation, of which the Title III office is a part. Communication with the PDE (SEA) tended to be informal and random, though there were regularly scheduled meetings between RISE and PDE representatives aimed at keeping the state office informed about the facilitator project's operations. PDE representatives only rarely attended adopter training sessions, but did attend the RISE sponsored Education Fair held in April 1975.

U.S. Office of Education

The facilitator project staff had a comfortable relationship but infrequent communication with their OE project officer. RISE-306 staff had initially planned to institute regular reporting procedures but found they got in touch with their project officer only on an"as needs arise" basis. RISE-306's project officer visited the facilitator project and attended their Education Fair.

National Diffusion Network

RISE-306 staff was late to recognize the need for and role played by a National Diffuison Network of State Facilitators, in part because, like others, they didn't know their project would be extending beyond one year. Both RISE-306 Project's Director and Assistant Director serve on national committees of the diffusion network, but the staff was undecided throughout the first year of the project whether or not it should become deeply involved in the NDN. On the one hand it viewed the NDN as a positive, worthwhile effort, while on the other it regarded the diffusion network as unaware of existing efforts within and between states in the dissemination area. Finally, given existing state priorities, the facilitator project staff decided to concentrate their efforts on in-state activities to the effect of their weak involvement in the national network.

The facilitator project staff has established a strong relationship with a few other facilitator projects, most often those whose approach and philosophy coincide with RISE's, and/or those with a background in information services such as Connecticut.

Operational Strategy

The national 306 effort got underway in August 1974 with the State Facilitators' Conference in Kansas City. RISE-306 project staff were unable to attend this conference, but shortly after it requested conference documents and received the first substantial listing of D/D projects. In mid-September the facilitator staff sent a general mailing to all the state's chief school officers (district superintendents), Intermediate Unit directors, and private school administrators, announcing RISE's new state facilitator function and providing the listing of D/D and DRP projects. The letter explained the awareness, observation, training, adoption process that schools could go through if a particular D/D project met district needs.

Shortly after this initial mailing, a similar letter was sent to all state Title III personnel, which not only explained the facilitator project and described D/D projects, but also outlined the procedures a Title III project would undergo in order to be validated by the U.S. Office of Education. RISE-306 explained to Title III personnel the instruments and evaluation measurements of DRP assessment. The RISE-306 staff was concerned with the narrow range and applicability of D/D pool projects and wanted to make an effort to expand the pool.

The decision to include Title III personnel in all awareness mailings and activities was based on an earlier shift in state Title III priorities from development to adaptation and concurrent regulations generally prohibiting the hiring of outside personnel to run Title III projects, with the result that 90% of the state's Title III projects were managed by already on-hire school personnel. Title III personnel were therefore often the active, interested, involved individuals in a school district.

As a result of the early and later awareness activities RISE-306 received requests for further information about 300 D/D projects from over 180 school districts in Pennsylvania. With little or no additional information about D/D projects on hand, and no sign of enough coming in from validated projects, RISE-306 staff sent requests to D/D projects for further materials, evaluation reports, audiovisual aids and sample program plans and/or activities, and examined the state Title III office's listing of projects rejected for Title III funding, hoping to find some match between local district needs and planned programs. Neither of these approaches bore any fruit.

The Massachusetts Diffusion Assistance Project (MDAP) catalogue of developer-demonstrator projects arrived in the fall and added to the preliminary data sheet provided by the Florida Facilitator project and the trickle of materials coming in from D/D projects, the RISE-306 staff was able to send out awareness packages to those LEA's requesting information regarding a specific project.

About one-half of the initially responding districts were sufficiently interested to warrant a phone call or personal contact and a 2nd level awareness package including D/D project evaluation reports, sample lesson plans, and curriculum excerpts. Beginning in February, 1975, RISE-306 staff began sending fairly complete sets of D/D materials, where available, on loan to LEAs for two week examination periods.

Through the year, the facilitator staff took advantage of state conferences of specialized groups, such as the Pennsylvania chapter of the ASCD, to make awareness presentations. They also arranged for interested adopters to host D/D presentations in their districts for their own personnel and representatives of other state districts that were interested in that project. At one such meeting, hosted by the Haverford District, the ECRI (Exemplary Center for Reading Instruction, Salt Lake City, Utah) project made a presentation before 300 educators including staff members from 7 districts invited by the facilitator staff.

One of the last major awareness activities was a second general mailing in January, 1975, to over 2000 educators throughout the state. This was complemented by regular coverage in the RISE newsletter of D/D projects of interest. Additionally, representatives of those districts which took part in visits to D/Ds, training sessions or D/D cluster meetings were asked to write newsletter articles on their experiences.

In January of 1975, RISE-306 staff shifted their emphasis from awareness to technical assistance for adopting school districts. The facilitator project staff arranged for ten onsite visits to D/Ds by potential adopters, the first of which took place in November 1974, the others occurring throughout the remainder of the project year.

RISE-306 staff decided early in the project year to secure some kind of commitment from local districts once the awareness stage was passed. In most cases, LEAs contributed one-third to one-half of the costs for travel and substitute pay, the facilitator project assuming the rest. Some Pennsylvania districts said they could not afford any financial burden; in these cases, RISE-306 took over all costs. In its agreement with potential adopter districts in which both the facilitator and the district commit portions of the total cost, the facilitator project established no requirement that adoption take place; the project decided to reimburse all districts regardless of progress toward adoption, reasoning that certain valuable spin-off experiences would be gained even should a district not come through with adoption.

While most awareness activities were directed at school superintendents, RISE-306 staff focused post-awareness activities at assistant superintendents, curriculum coordinators, principals, and other program oriented staff members. The facilitator project staff recognized that in many cases, mailings of the awareness materials to chief school officers were ineffective because the superintendent was often the inappropriate person to receive that kind of information. Therefore, while state tradition and protocol demanded superintendents be primary mailing targets, the facilitator staff placed more hope of response in mailings to Title III personnel, who were represented in 300 of the state's 505 districts, and through awareness activities with the Research Utilization Specialists housed in the Intermediate Units throughout the state.

After a few attempts at eliciting interest in all districts, the facilitator project staff decided to concentrate their activities on those districts which had responded, and not spend time hammering on the closed doors of resisting districts.

Most of the state's Intermediate Units have parochial school representation and therefore all awareness activities that were sent to those IUs reached parochial school personnel. The facilitator staff made some effort to obtain a list of private school headmasters, but weren't able to follow this through to completion. Many D/D projects received requests for information directly from Pennsylvania schools, some of which were private schools, while private and parochial schools were touched by awareness information and materials and have made visitation to D/D projects, there has been no training or adoption in these schools.

By the end of the 1974-75 school year, the facilitator project staff had arranged eight cluster meetings in which a single D/D interacted with several potential adopters. Many of these were chaired by what the RISE-306 staff categorized high interest adopters for low or moderate interest adopters, for the purpose of raising the interest and commitment of these latter districts.

On the 1st and 2nd of April 1975, the RISE staff co-hosted with the Pennsylvania Department of Education an Education Fair, the Sharing Educational Experiences (SEE) Conference, in Hershey, Pennsylvania, an idea conceived before the 306 program was launched. The Education Fair was intended as a feasibility study to determine the effectiveness of such a concept for state Title III programs. The RISE-306 staff was a natural opportunity to couple local district interest in 306 programs with a "show and tell" of Pennsylvania's exemplary programs.

After examining interest response forms from LEAs, the project staff determined which D/D projects would be of greatest interest to Pennsylvania educators and invited them to make presentations at the fair. Of those invited, three came to the conference, set up an exhibit, gave a formal presentation and spoke informally with the attending school personnel. RISE-306 project paid all D/D expenses related to the fair, and half of local school district expenses for twenty invited school personnel.

Eight hundred Pennsylvania school people attended the two day Education Fair; local colleges even had students attend. RISE-306 staff included a participant evaluation form in the plans for the conference, in order to determine those aspects of an education fair that effectively addressed educators' concerns and issues, and which conference elements were inappropriate or unhelpful. The facilitator staff has planned to share the results of this study with other facilitators in the National Diffusion Network.

In June of 1975, the RISE-306 facilitator project staff participated in the annual meeting of Pennsylvania's Intermediate Units. Throughout the year, IUs began taking a strong role in encouraging and facilitating adoptions in two ways: first, and most often, IUs arranged for consortiums of schools to receive awareness and adoption training and consultation in one project area; secondly, IUs began sponsoring their own programs, using inservice workshops to present products and projects they had developed on their own. Taking note of this development, and recognizing that IUs are increasingly more able than local school districts to shoulder the costs of adoptions, the RISE-306 staff used the opportunity of the IU June meeting to present 306 information and materials, and make a strong presentation to Research Utilization Specialists from the various IUs on increasing the role of the RUSs in the adoption process. RISE-306 staff plan to work more closely with IUs, and specifically RUSs, to make use of the heightened awareness and interest in adoption and 306 activities.

Evaluation

The facilitator project staff designed, but at the end of the first project year had not yet implemented, an evaluation survey aimed at collecting information about the circumstances surrounding successful and unsuccessful D/D adoptions. This survey has been designed to use structured interviews to examine the processes and problems of:

1) Two successful D/D adoptions, examining the D/D, the adopter districts, and districts that entered the adoption process but stopped short of successful adoption;

2) Two D/D projects not adopted, examining schools that initiated awareness but stopped short of training, and schools that made observation visits and received training but stopped short of successful adoption.

RISE-306 staff is hoping the resulting information will provide some indication of why successful and unsuccessful matches occur, which stages and what processes might account for the eventual outcome, how one might better predict and therefore more effectively match potential adopters and D/D projects, and what modifications in current operating procedures might yield a greater degree of success.

Strengths

RISE-306 project staff members view the following as the project's major strengths:

1) Being born out of their parent organization, RISE, with its experience in need responsive information service, has given the facilitator staff a sensitivity to district needs and an approach that emphasized local district autonomy, lack of pushiness, and a desire to effect an appropriate match;

2) the staff has a strong conceptual and philosophical background in dissemination and diffusion which has enabled them to ask the right questions of local school districts, D/Ds, the state and federal education office, and other facilitators, and suggest effective approaches;

3) because of their prior and current experience as an information service in the state, RISE-306 staff was recognized as helpful and enjoyed good relationships with IUs, the Pennsylvania Department of Education and local school personnel;

4) having worked with people at all levels of the educational system, RISE-306 staff was able to enter easily into comfortable, informal relationships with teachers, principals, superintendents, SEA personnel, and college and university personnel, and quickly gain a sense of needs during initial contacts;

5) finally, having such long experience in information dissemination, which is essentially creating awareness, it was a natural, logical step for RISE to assume 306 project diffusion responsibilities, providing process assistance for districts which have passed through awareness stages with interest and commitment to adoption.

Shortcomings

RISE-306 project staff identified certain weaknesses, some of which are tied in with project strengths:

1) Having sent for and received information service assistance from the parent organization, RISE, districts and IUs often haven't been able to understand why they don't have priority in receiving 306 assistance; project staff have had to spend time differentiating between the old and new RISE functions;

2) given such a strong experiential and conceptual background in dissemination and diffusion, the project staff has often found itself spending too much time considering, analyzing, questioning and mentally testing different problems, alternative strategies and issues, to the extent that they haven't moved as quickly and expeditiously as facilitators in other states; the staff feels that somewhere in between their approach and that of a totally action-oriented, conceptually bankrupt method lies the happy medium;

3) time and financial resources were not available in sufficient amount to have allowed the degree of personal contact and planning consultation with potential adopter districts that would have insured more progress toward adoptions; RISE-306 staff feels that if a facilitator representative could have accompanied every district visit to a D/D, cluster meeting, training session, in-school planning meeting and trial adoption, many problems throughout the adoption process could have been avoided.

Anticipated Changes

Project RISE-306 staff have developed plans for incorporating the following changes into their programs in the 1975-76 continuation year:

1) The facilitator project did not develop a catalogue of D/Ds during the first project year but instead of developing one next year, the staff plans to adapt the Massachusetts Diffusion Assistance Project catalogue for use within Pennsylvania;

2) instead of carrying on awareness activities throughout much of the project year, as occurred during the first year, the facilitator project staff plans to concentrate awareness activities in the fall, acquainting local districts with new D/D and DRP projects, and spend the rest of the year working toward adoption with those schools expressing interest and commitment;

3) RISE-306 project staff plan to do research in the state on different adoption strategies to determine which approaches appear applicable to which situations;

4) move involvement with private and parochial non-public schools, beginning with a more directed emphasis on reaching these schools during the awareness stage;

5) recognizing the value of personal contact, the facilitator project staff plans more face-to-face meetings with potential adopters after interest and commitment have been expressed, especially during planning and trial adoption activities;

6) given the increased interest and activity of state IUs in the adoption process, the facilitator staff hopes to work closely with these offices, taking advantage of their closeness to district schools and resources available to help local educators and systems;

7) among new D/D projects are some in Pennsylvania, and the facilitator project staff plans to work with them in preparing materials for distribution, and developing plans for training and follow-up activities.

The facilitator project staff had hoped to add a new staff position to their office in the coming year, but because of budget cuts will not be able to do so. This position, a Technical Assistance Coordinator, was to have responsibility for establishing and maintaining direct personal contact with potential adopter districts and schools, during site visits, training, in-school planning and adoption. This function has been recognized as vitally important by the facilitator project staff, but unless the Assistant Director or Administrative Assistant can assume these responsibilities, it may be impossible to have them performed.

Future

The RISE-306 project staff envisions facilitator functions eventually being taken by Pennsylvania's Intermediate Units. With one facilitator in each of the 29 IUs, each facilitator would have only a maximum of 45 local school districts to work with instead of the 505 RISE-306 is potentially responsible to, and the localized facilitator could focus on meeting the particular needs of the region in which it was located. It would still be possible and perhaps desirable to centralize certain functions such as information awareness activities, statewide conferences, initial screening and selection of D/D projects, training and evaluation.

According to the RISE-306 project staff, facilitators of the future will function as quasi-state agencies and attempt to maintain a neutral position between the educational establishment, especially boards of education and school administrators, the power capacity of the instructional staff, represented by teachers unions, and an increasingly enlightened, strengthened, and well organized community.

Generalizations

The RISE-306 staff is interested in achieving relative, not absolute adoptions; the chosen innovation doesn't have to be new to the world, or even new to the state, as long as it's new to the building in which it has been adopted.

The facilitator project staff would offer the following advice, based on their year's experience with the diffusion project. Of primary importance is achieving a good understanding of the state in which the project is operating, including an understanding of available resources, past experiences with similar ventures, what kinds of programs are currently operating, and what interests and needs exist within the local school districts of the state. Secondly, it is valuable for a facilitator to identify clusters of D/D projects that seem to match local district needs. Additionally, the facilitator should assess the capacity of D/D projects to handle the interest generated in their project, including provision of materials, site visits and training.

The facilitator would also be advised not to generate awareness materials, but rather to obtain those already available. This would also include finding rather than creating evaluation models. Also, the facilitator should secure as many awareness materials as are available, especially any films or slide tapes, as these can take the place of a facilitator project representative in an awareness session.

The selection of staff members is also of great importance, the RISE-306 staff feels. Staff members must be able to deal with all levels of the educational system, must have the capability to assess needs and interests, and finally staff members must be prepared to be on the road in state a good amount, in order to establish and maintain the kinds of relationships needed for supporting adoption efforts, and to travel out of state at least once a month to attend awareness, diffusion network, and general educational conferences.

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Utah Facilitator Project

Jordan, Utah

Lowell Boberg's Statewide Facilitator Project was developed in the Jordan School District, Sandy, Utah, where it is presently located. Jordan is the third largest school district in the State and covers one-third of Salt Lake County, south of Metropolitan Salt Lake City. The district has a broad socio-economic mix and has had an average yearly gain of 2000 students which, on a base of 32,000 students, is evidence that Jordan is the fastest growing District in the State.

Due to this rapid growth, Jordan has a large building program underway. Eight new schools have opened in three years, paving the way for equally rapid curriculum change and innovation. This led the Federal Programs Coordinator for the district, Jean Taylor, to respond to the Request for Proposal for State Facilitators. When the grant was approved, Lowell Boberg set up an office in the District Administration Building run by the Board of Education.

Key Staff

Lowell Boberg and one secretary constitute the entire facilitator staff. Boberg was a career English Teacher and, when he took on the project, had only one year left before mandatory retirement. In his 37 years in the field he had participated in state and national projects in several capacities including designing and evaluating English tests for the CEEB (College Entrance Examination Board), serving for three years as Co-chairperson of the National Council of Teachers of English (NCTE), and serving as a national proposal reader for NDEA Title XI programs. Most recently Lowell was instrumental in developing a "Humanities of the Western Hemisphere" course. The course, designed for one of the new schools in the district, was so well received that three printings were made and distributed both in state and out of state.

Even though Lowell had no formal background in dissemination or diffusion, he'd had much practical experience with an innovative program in a rapidly changing school situation.

Operating Style

Utah's Facilitator Project is one of many Federal grant programs in Jordan District. Jean Taylor, as Coordinator of Federal Programs in the district, has general responsibility for the Project as it interfaces with other district programs and state and national agencies, and specific responsibility for project reports and fiscal management. She is also a member of the Steering Committee.

The Steering Committee is an important operating arm for the facilitator project. It is comprised of Curriculum, Guidance and Handicapped Program Specialists from the district and from the Utah State Department of Public Instruction. In addition, there is a rural area representative. Jean Taylor viewed the Committee as a "panel of experts" to be used for evaluating needs assessments, screening projects, making guidelines for dissemination, and choosing consultants.

The Committee has served in this role as it was intended. In FY 75 they met with Lowell on a quarterly basis. The meetings were not scheduled, but called when needed. Members of the Steering Committee have been extremely supportive of Lowell's ideas and procedures and haven't once overturned him on a decision.

Each member of the Steering Committee was invited to visit a D/D project to get a feeling for what they were like. Some declined because of other commitments while others accepted.

In general terms, Mr. Boberg outlined his proposed courses of action for people on the Committee to react to and actively solicited their input. This communication was informal and open and was extremely helpful in keeping the facilitator project running smoothly over the past year.

Conceptual/Theoretical Framework

The theoretical framework as outlined in the proposal for the facilitator project follows Havelock's model and incorporates some of William Paisley's phases of information systems. The categories are slightly different and indicate some of the emphases of the project: 1. Establishing a Relationship, 2. Diagnosis, 3. Acquiring Relevant Resources 4. Choosing the Solution, 5. Gaining Acceptance, 6. Adoption and Stabilization.

The Director became acquainted with Havelock, et al, when he was helping to write the proposal for the facilitator project. He viewed the design of his project as a good point of departure to be altered as needed to fit specific situations.

Boberg's real operating framework was a combination of empathy and perfectionism. Because he felt naive and a little insecure about running the project, he made it a practice to think through every step carefully, proceed cautiously, and at all times attempt to put himself in the position of the LEA.

Boberg never felt the need to learn more about the theory of dissemination because he became too busy living it. If he had become stumped as to a next move, he would have first sought advice from the State Department and then from Brigham Young University, where he had good professional contacts.

External Communications

D/Ds

Relationships with D/Ds were cordial and hospitable. As soon as an LEA expressed an interest in a D/D, Lowell would make a phone contact to determine the best visiting time. Letters were found to be unsatisfactory — people were slow in answering their mail.

Reception by FOCUS in Roseville, Minn. was particularly pleasant because students took part in the hosting whenever possible. Boberg went with potential adopters and wrote himself into the training group.

The Utah Facilitator Project was aggresive in getting visit slots and lining up training with D/Ds. The Director realized early in the process that many of the projects of interest to Utah LEAs were popular in other states as well.

The Utah Facilitator also found D/Ds receptive to changing their adoption requirements and to agreeing on definitions of "adoptions" to accomodate local needs.

State Department of Education

Boberg maintained a warm, cooperative, and open relationship with all levels of the State Department. The State and Regional planning commissions had to approve the project in the beginning. There was good rapport between Boberg and the four directors of the Regional Service Centers, who serve 25 of Utah's 40 districts, and their coordinator. This relationship centered mostly around finding programs for the handicapped. The Title III coordinator of the state was supportive at all times, at the same time allowing the project autonomy. The Steering Committee mentioned previously was also a useful and supportive group.

Relationships between the facilitator project and the SDE were so close that at one point the project's independence and autonomy was questioned. Some State Department of Education people felt that the project would best function if it were within that department. The Director convinced them that given the State Department's other responsibilities, an independent project would be better able to make more personal contacts with LEAs.

The facilitator's relationship with the State Department in addition to being generally supportive became operationally practical in at least one situation. The State Director of Physical Education was asked to become the Utah trainer for HOPE (Oscilla, Georgia) when it was evident that training onsite would be much too expensive. Boberg, the Director of Physical Education and several physical education teachers from the Jordan district received training in HOPE.

U.S. Office of Education

Communication between Utah and USOE was infrequent but very good: Boberg had contact with his program officer who at one point visited Salt Lake City; he called USOE with a specific question about helping another state facilitator to adopt the Utan D/D, Ethna Reid's ECRI; and he had worked previously with Jean Narayanan and was a key speaker at the CEMREL St. Louis conference.

National Diffusion Network

Boberg found national conferences, in their formal configuration, to be disappointing. There was too much information presented too quickly and in unusable form for the local situation. He did find that informal interaction with other facilitators was extremely helpful in substantiating to himself that he was on the right track in his work and that others shared similar concerns.

Lowell spent some time with Glen Clarkson in St. Louis and found that one-on-one relationship particularly helpful. He followed up by telephone and has kept in touch. While he has not kept up with any facilitator on a regular basis he feels that there was a real comradship within the group and that he could call upon any of the facilitators any time.

In his last awareness mailing, Lowell modeled his catalogue after the Massachusetts catalogue and found that sharing to be extremely helpful.

Operational Strategy

The dominant Morman culture in Utah places strong emphasis on education which has resulted in education of consistently high quality. Nevertheless, problems do exist which have resulted in specific emphases within the state. The Utah Facilitator based its operational strategy in part on these state priorities and emphases.

Because the state is small, academically minded college graduates have tended to leave. Educators, acutely aware of this exodus and its effect on the market for teachers, search for methods and programs which will help insure the quality of teachers who remain. Utah is continually on the look out for educational innovations and is geographically in a good location to accept them from both the East and the West.

In addition, while Utah has one of the highest total state expenditures for education, due to the high percentage of school age children in the total population, expenditure per pupil is low. Programs with low per pupil cost are thus particularly desirable.

The areas of Humanization, Individualization and Career Education were identified by State Education people as critical areas for improvement in order to maintain quality education in Utah. The facilitator project, in turn, chose to emphasize these three areas in their dissemination work.

As an initial step to establish a relationship and to inform educators of the facilitator project, awareness materials were sent in three sequential mailings to all District Superintendents, Regional Service Centers and to the heads of all non-public schools.

The first mailing on August 16th, was simply a letter informing everyone about the facilitator project. Following an agreement with D/Ds not to make any commitments until the middle of September, Boberg waited until that time for the second mailing which was a 43 page listing of the approved projects in abstract form (1 page per project). Although some people responded to the initial mailing, most responded to this second mailing.

Between the second and third mailing, Lowell answered mail and telephone calls and condensed the abstract into a three sheet form to use at the Utah Education Association annual meeting, held in October. The facilitator project had a booth there and gave teachers duplicated D/D materials if they expressed an interest in a particular project. In every case, if there was a request for information and he had no materials, Boberg would call the D/D and request the needed items.

In the middle of November, an updated list of approved projects, sent to facilitators by Lee Wickline, was mailed with a cover letter saying that the list of available projects was now complete.

The fourth and final mailing came in early March. This was an expanded catalogue fashioned after the Massachusetts one, and was also accompanied by a cover letter.

There was an additional awareness mailing in March which was sent to a targeted audience — to all districts who had applied for, or might be interested in, adopting Project HOPE, an elementary physical education program from Ocilla, Georgia. This, as mentioned above, was a cooperative effort between the facilitator project and the State Department of Education, and the concentrated mailing was done because Utah's own Physical Education Director was in a position to train Utah Schools.

By the middle of October, Boberg began to visit LEAs. The purpose of these visits was to provide the LEA with additional information on one or more D/Ds and, if there seemed to be enough of a commitment, to arrange for an onsite visit.

No formal documents were drawn up to indicate commitment to adopt a program. Instead the Director relied on his general feelings about the school's commitment, and let things ride if there were indications that the LEA was merely shopping around. As a general rule, the facilitator project paid for only one person from an adopting school to visit a D/D; LEAs paid for any additional members of their team. The Utah Facilitator Project's strategy had Utah schools at the point of visiting D/Ds before many other states were ready and so they were able to avoid the rush which came later in the year. The Director was able, and made it a point to schedule visits at least a month in advance. Many other facilitators, according to feedback from D/Ds to Boberg, became anxious and began to show some exasperation with the D/Ds. This contrast in style and the D/D's reaction to it served as positive reinforcement for Boberg.

On November 3rd, several administrators from the Jordan District and the facilitator project staff visited Open School and FOCUS in Minnesota and then continued East to the Alternative Learning Project in Providence, R.I. The Jordan District uses an open school system so that, of the three projects, FOCUS emerged as the best project to meet the district's needs. Realizing that many D/Ds were already making adoption commitments and running out of training slots, the Jordan District immediately processed the necessary documents and was accepted as an adoption site by FOCUS in early December.

Representatives from Davis and Jordan Districts also exhibited strong interest in Strategies in Early Childhood Education. Again, appetites were whetted by a visit to Wisconsin and the necessary documents immediately attended to. This first visit to Wisconsin led to a second one again by representatives from Davis County. There was some concern that sending people from the same district to the same

D/D might not be legitimate, but the second visit included elementary, instead of secondary, supervisors and the early childhood consultant from the state. Also, Davis County has very little financial flexibility. These two factors led Boberg to break an unmade rule. It turned out to be a good decision; both groups adopted the program.

Exemplary Center for Reading Instruction (Salt Lake City) was planned for adoption in rural Piute School District without a visit.

The Director felt that it was important for him to visit each D/D site with the LEA people to effect as pleasant and comfortable a meeting as possible between the two parties. He also tried to attend as much of every training session as possible.

Arrangements for training varied according to the project itself, D/D availability, and financial negotiations among the three participating parties. FOCUS training was onsite in Roseville because there was agreement with the FOCUS staff that onsite training was the only way to understand FOCUS. In addition to this week-long training for several people, the Utah Facilitator Project provided additional funds for Utah FOCUS trainees to help train colleagues who would be implementing the project but who had not had any contact with FOCUS staff, either in Utah or Minnesota.

Expenses for the training in Strategies for Childhood Education, which occurred in Utah, were shared between the state facilitator and the D/D. The D/D paid for air transportation while the state facilitator paid for lodging, meals, and other expenses. In addition, the state facilitator paid for an outside evaluator to work on formative evaluation during implementation of the project.

Interest in Project HOPE was so great in Utah that it became evident that subsidies for visits and/or training in Georgia would not be possible for everyone interested. In addition, HOPE was inundated with requests for training. Boberg and Martha Owens from Project HOPE agreed to try a different training option — training a trainer. Utah sent the State Director of Physical Education and three people from the Ogden, Davis and Jordan Districts, along with the Facilitator Director to Georgia to be trained. It was agreed that they in turn would train other Utah people. This process resulted in approximately 15 potential adopters of Project HOPE in Utah.

Each district planning to adopt a D/D received $1000 in the form of a mini-grant to pay for start-up costs. All expenses incurred had to be verified by the state facilitator staff and the Federal Programs Coordinator and no new personnel could be hired.

Lowell sent information on "packaged" D/Ds such as New Model Me to schools who expressed more than a passing interest. This was done without asking for commitments of any kind. Most schools were just perusing but in the case of New Model Me, two adoptions followed after it was arranged for three teachers to join the training session for

Ohio teachers in Columbus.

Adoption agreements varied according to each project. In some cases, there was a simple, one page document, in others a detailed document which included a total implementation plan to be followed. When a D/D had no agreement document, the Utah Facilitator initiated one; in this document, the adopting school agreed to use the programs for at least three years.

During the three year period when the adoption agreement is still in effect, the Utah Facilitator will conduct follow-up visits for the purpose of getting a feel for how things are going, finding out what else needs to be done, etc. It will be left up to the D/D to see if specific objectives are met or not, and at no time will the facilitator serve as a formal evaluator.

Evaluation

There was no formal evaluation of the Utah Facilitator Project. However, the Director kept track of progress by keeping a careful record of all events and documents, including awareness and dissemination activities, visitations and commitments to adopt. By comparing this list of events with the list of project goals, an informal evaluation was made.

The two most important goals were to 1. disseminate information about the D/Ds appropriate to Utah LEA needs in the catagories of Humanization, Individualization and Career Education and 2. to accomplish adoption of approved projects by 10% of LEAs in Utah.

Boberg believes he met and even exceeded these goals. Adoptions occurred, or are in the process of negotiation, in six out of the forty school districts in the state. In some cases more than one D/D was introduced to the same district.

Boberg worked hard at personal contact with Utah Schools and strived to be part of each school's adoption team. This led to a reliable method of informal data collection through monitoring the adoptions by phone and visits.

Strengths

In the opinion of the Director, the main strength of the project was his ability to get the job done even with no dissemination background and no other staff help. He feels that the personal contacts he made were extremely fortunate and the result of moving extremely carefully.

An excellent working relationship with the State Department of Education is perceived as an integral part of the project's success. This relationship was not so evident in actual operations but in widespread support for the Director, himself, and for the project as a whole.

Good D/D relationships, as outlined above, were also cited as a strength.

Shortcomings

The greatest weakness of the Utah Facilitator project was the lack of manpower. There were several bottlenecks and moments of frustration which could have been handled more easily with two staff members. Boberg had to work hard at protecting his time, especially because personal contact with LEA people was the key to getting things done.

Anticipated Changes

Several changes are anticipated for '75-76. First, Lowell Boberg will no longer serve as the program director but will move into a consultant role and give support to the project at the bottleneck points.

There will also be a change in the budget. The facilitator project will have $20,000 more for '75-76 and will change the way they spend their money. Rather than sending Utah people to D/Ds to be trained, D/Ds will be invited to the state to conduct training sessions. Since it is anticipated that the adoptions begun last year will be successful, because they are extremely popular and meet local needs, the adopting Utah schools will serve as demonstration sites and will be able to help new LEAs through the whole adoption process.

Future

Boberg originally had a limited view of statewide facilitation in Utah partly because he was on a one-year contract before mandatory retirement, and also because he thought the project itself would end at the same time. However, the project was successful and was given continuation funding for a second year of operations; Boberg, although retired, will serve in a consultant role.

Active steps have not been taken to insure the Utah Facilitator's existence beyond June 1976, when the continuation grant expires. However, Boberg feels that the project could eventually be part of the

State Education program as long as the staff had some independence and could build the personal contacts necessary to successfully carry innovations to LEAs.

Generalizations

Lowell Boberg views the process of educational diffusion, moving an LEA from awareness to adoption, as hinging on an empathetic stance, such as he has taken in Utah, and on a careful, thorough and personal series of contacts.

Once awareness contact has been made, it is up to the LEA to achieve the necessary level of enthusiasm and commitment to actually adopt a program.

Flexibility is an important element in the diffusion process. Lowell reacted negatively to many of the original D/D adoption agreements because they were too strict and did not allow for differences in adopting LEAs. He was pleased that he had no trouble convincing D/Ds to allow for adaptation.

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texas region 10

Texas Region 10 Facilitator Project

Richardson, Texas

Making school districts aware of, and helping them adopt, interesting, beneficial educational products and programs has been one of the major functions of the 20 Regional Education Service Centers of Texas. Because of this experience with facilitating the adoption of innovations, it seemed a natural outgrowth of the ESC's role to assume state facilitator functions when 306 funding became available to Texas. Creating 306 grant state facilitators of 20 geographically-spaced service centers, whose staffs were already working to meet local needs by providing a wide range of helping modes and packages made good sense in a state as large and diverse as Texas (Massachusetts could fit two or three times into the panhandle of Texas.) It made good sense to the Texas Education Agency, which couldn't receive 306 money itself, and to personnel of 19 of the 20 Regional ESCs. (Beaumont Region ESC staff felt that their portion of the 306 money, divided according to a pre-existing statewide revenue-sharing formula, would have been too small to operate a reasonable program.) Thus, in Texas, unlike in many other states, 306 state facilitators are not local school districts (LEAs), but rather Education Service Centers, which regard themselves as real and independent school agencies, or a form of LEAs.

Organizational Background

In the late 1960's, Education Service Centers were established in 20 regions spread throughout the great and glorious state of Texas. The purpose of these Centers was to provide varying forms of assistance to their regions' individual school districts. This assistance was often in the form of staff training in academic or administrative service areas, though also available were services in media, computer and data retrieval, information searches, business and budget, special education, vocational education, and planning, evaluation, research and development.

Region 10 Education Service Center, located in Richardson, and serving eight counties including Dallas in North Central Texas, is one of these 20 Centers. Its aim is to "assist school districts through cooperative efforts ranging fron long range planning to short term problem-solving, providing educational opportunities available anywhere to school children everywhere." Its 175 professional and support staff members serve students, teachers and administrators in 81 public school districts, from very large Dallas to tiny Lovejoy, Royce City and Melissa, close to 100 non-public private and parochial schools, and six regional colleges and universities.

Region 10-ESC is funded primarily through the state, though regional school districts contract for some of the variety of services such as data processing and retrieval, media, and planning, evaluation, research and development. The Center is free to pursue any Federal funding it chooses.

The Education Service Center in Region 10 is governed by a Board of Directors, made up of educators and individuals in other professions, and an Executive Advisory Council, made up of 10 to 12 regional school superintendents.

When it first came into existence along with 19 other Regional Centers, Region 10-ESC was poorly understood by many school people throughout its region: it was perceived by colleges and universities as a threat to their traditional teacher training role; large school districts felt they would be required to surrender a portion of their budgets to support the Center; and small districts feared that the Texas Education Agency (TEA, the State Education Agency) was sending out a policing or monitoring agent to keep tabs on them. It took many years of providing valuable, needed services to correct these initial impressions. Region 10-ESC staff members work only with those districts or schools that call them for service; they do not go out to school districts offering their help, and thus the Center came to be regarded as need responsive. In its beginning years with relatively few clients, the Center's staff was able to provide a very personalized, almost tailor-made response to those requesting assistance. As demand increased over the years, some of this "personal touch" has inevitably been lost, but the Center's various departments still try to respond in some fashion for each call. For example, a teacher recently called for help in writing a mini-course in ancient Greek history. In addition to being fresh out of ancient Greek history experts, Region 10's Instructional Services Department did not have sufficient staff power to work individually with this teacher. However, they did initiate a specialized search of the ERIC system through the Texas Information Service. They requested information from the appropriate academic departments of some regional colleges and universities, and they received print materials from the Interlibrary Loan at the University of Texas. All of this resulting content material reprtedly delighted the teacher, who was able to design a program in the way she wanted using the information the Center provided her.

Because of increased requests for assistance and sometimes wide distances separating school districts from one another and from the Region 10 Center, a fleet of vans is used to deliver materials, films, training packages, and other resources to regional school districts. For example, should the Bonham school district request a set of instructional fimstrips, a Region 10 staff member can check the van schedules and tell Bonham the materials can be picked up at a certain time and in a certain place that is on that area's van circuit.

Several members of Region 10-ESC's Instructional Services Department provide assistance to the Dallas school district by serving on different advisory councils, such as curriculum committees and the Dallas Teacher Center Advisory Council. Center staff members were invited by Dallas to participate in these functions, and they view it as not only providing service to that school district but also engaging in good public relations for the Center.

Key Staff

Though only three persons — a ¼-time director, a 3/4-time coordinator and a full-time secretary — are listed in the statewide facilitator 306 proposal, the project is able to draw on the services of nine Region 10-ESC professional staff members at one time or another. These individuals have a solid conceptual and theoretical base to their approach to educational change and are strong in assessing local needs and involving school districts in decision-making. The facilitator project staff is made up of generalists who are capable of absorbing and translating to others a broad range of educational issues and concerns. The following are currently working on the Region 10 State Facilitator Project:

Project Director

Gwyn Brownlee received the M.Ed. from North Texas State University and is currently enrolled in Nova University's National Ed.D. Program for Educational Leaders. Additional graduate work has been completed at the University of Maryland and North Texas State University. She has served as a teacher, supervisor, curriculum director, director of Federal programs and director of a Title III project before joining the Region 10 Education Service Center staff in 1967 as Director of the Instructional Services Department.

Project Coordinator

Ann Bennett received the M.A. from Southwestern State College, Oklahoma, and the Ed.D. from North Texas State University. She has served as a teacher and director of an instructional media center as well as an elementary education instructor and supervisor of senior student teaching at North Texas State University. She joined the Region 10 Education Service Center staff in 1971 as a general consultant in the Instructional Services Department.

Secretary

Pam Wright

Consultant

Betty Cooke completed an M.Ed. in Guidance and Counseling at Trinity University after serving as a teacher in the San Antonio public schools. She then served as a junior high school counselor in grades 7, 8, and 9, and worked with various junior high schools in summer reading and recreation programs. She offered training and supervision for graduate students working on guidance and counseling practica during these years also. Mrs. Cooke joined the Instructional Services Center in September, 1970 as a regional guidance coordinator for the implementation of the Texas Design for Title III, ESEA Guidance, Counseling and Testing.

Consultant

Ralph Dahl received the M.Ed. and Ed.D. from North Texas State University. After serving 14 years in the Texas public schools as a classroom teacher, coach and administrator, he joined the Region 10 staff in 1970 as a consultant in the Instructional Services Department. He has performed extensive consultative service in the area of curriculum and program development for crime prevention and drug education. He has developed and conducted numerous workshops in drug education, crime prevention, decision-making skills, communication skills, and group dynamics.

Consultant

Jane Runnels received the M.Ed. from Southeastern State College in Durant, Oklahoma, and is enrolled in the National Ed.D. Program for Educational Leaders from Nova University. She was the recipient of a T.T.T. graduate fellowship in counseling and holds a Texas counseling certificate. She taught in Dallas Independent School District for 17 years at both the elementary and secondary levels. At Region 10 Education Service Center she provides general consultant service in the area of elementary instruction with special interest in Curriculum for the Social Sciences.

Consultant

Barbara Ring completed the M.Ed. at North Texas State University in guidance and counseling in 1968. She is presently pursuing the Ed.D. degree with Nova University in Florida. Her background in public schools includes teaching and counseling in the middle school. During this time she assisted in the planning, implementation and evaluation of a pilot program in flexible modular scheduling. She joined the Region 10 Education Service Center as a general consultant in July, 1972.

Consultant

Fred L. Fifer, Jr. received the M.S. from East Texas State University and the Ph.D. from George Peabody College for Teachers, Nashville, Tennessee.

After nine years as a classroom teacher in Texas, he joined the staff of CEMREL, Inc., as a consultant and later became Deputy Project Director of the CEMREL/Nashville Model Cities Project. While with CEMREL, Dr. Fifer conducted numerous workshops nationwide for the lab's Aesthetic Education Program and as a representative for CEMREL, Inc., at consortium training sessions. He joined the Region 10 Education Service Center Instructional Services Department in June, 1973.

Consultant

John D'Angelo received the B.S. in Secondary Education, Pennsylvania State University and the M.S. in Science Education, State University of New York. He has served as coordinator for the National Special Media Institutes. He was Director of Instructional Improvement for the New York State Teacher's Association. He was affiliated with the North Syracuse Central Schools, where he served as a teacher, a Department Head, and finally as Dean. In these positions he dealt with discipline and scheduling, supervised a large science department and taught mathematics and science. He is a member of several organizations and has published a number of papers in his field. He joined the Region 10 Education Service Center staff in September, 1973, as Coordinator of the Instructional Services Department.

Consultant

Mrs. Anne Haws holds a Bachelor of Science in Elementary Education from Midwestern University and a Master of Education in Curriculum and Instruction, with supervision and kindergarten certificates, from Texas A&M University at College Station. Mrs. Haws has elementary teaching experience in both private and public schools and has two years experience as a commercial TV teacher. Prior to joining the professional staff of Region 10-ESC, Mrs. Haws was employed as Early Childhood Coordinator and Instructional Consultant for the Education Service Center, Region 15, San Angelo.

Each of the facilitator project staff members selected an area or areas of interest, represented by developer-demonstrator projects such as early childhood, curriculum development, or language arts, and served as consultant to those schools adopting D/D projects in that particular area.

Operating Style

With only two full-time equivalent staff members, and a pool of nine consultants, the facilitator project's operating style is of necessity informal and loosely structured. The project relies heavily on face-to-face interactions among staff members. However, structured mechanisms and management guides are in use in the direction of the project. While not fully realized, the facilitator project staff is working toward establishing an effective back-up system that will insure that more than one staff member is acquainted with D/D projects and adopting school districts.

Conceptual/Theoretical Framework

The staff of the state facilitator project, Region 10-ESC, has carefully developed and tested a model of dissemination as the foundation of its facilitator activities. Two facilitator project staff members, Project Coordinator Ann Bennett and consultant Fred Fifer, developed for Region 10-ESC "The MOD Book" as a Title III Model of Dissemination that received USOE validation. This model was adopted by the state facilitator project to include the following cycle of events:

1. Identification/validation of developer-demonstrator projects by USOE
2. Selection of D/D projects to be offered to Regional LEAs by a Dissemination Advisory Council established by the state facilitator project
3. Awareness activities mounted by the facilitator project
4. Matching of LEAs' needs/interests with D/D projects by the LEA, the facilitator, and the D/D
5. "Trial Adoption Activity" by the LEA and the facilitator
6. Following rejection for trial adoption, recycle back to awareness
7. Following acceptance for trial adoption, training for implementation
8. Implementation within adopter system by the LEA assisted by the facilitator and the D/D
9. Dissemination of results of adoption, value of D/D projects, etc. by LEAs and facilitator
10. Leading back to the beginning of the cycle and the identification/validation of new D/D projects, by USOE, based on information regarding needs, experiences.

Very important in this model is the role played by the state facilitator project staff in overseeing the selection of D/D projects, mounting awareness activities, assuming local autonomy is adoption decisions, assisting the implementation of adoptions, and managing dissemination activity.

External Communications

D/Ds

The Region 10 State Facilitator Project is marked by the high degree of autonomy afforded developer-demonstrator projects in the adoption process. D/D project staffs make the final decisions about whether or not an individual school district will be allowed to adopt their project. The facilitator project staff members exert no influence over this decision but they do try to provide both the potential adopter school district team and D/D project personnel with as much information about one another as possible, to insure the best final decision.

At the beginning of the project year, the facilitator staff sent a questionnaire to all D/D projects requesting specific information regarding the project, e.g., amount of time required, payment for various elements of the training, and other issues which would help in understanding the project. Perhaps because their questionnaires came early in the project year, before D/Ds had been deluged with similar requests for information, the return rate was high.

After regional school districts expressed interest in a D/D project, the facilitator project staff arranged for school representatives to visit the D/D. Facilitator staff members sent Profile Data Sheets to each visited D/D, describing characteristics of those school districts which were interested in that D/D project. The facilitator staff sent to D/Ds the Trial Adoption Forms filled out by school district teams, before this decision was made to indicate the nature of the school district's interest and commitment.

Texas Education Agency

The facilitator project staff members maintained an effective line of communication between their project and the Texas Education Agency. They informed the TEA of their activities and sent to TEA copies of all the communications they sent to other Texas facilitator projects, through Region 10 Facilitator Project's role as coordinator of Texas 306 efforts. The facilitator project staff members communicated directly and regularly with the TEA associate commissioner and those staff members in charge of service center liaison and dissemination.

The relationship between the facilitator staff and the TEA is not a formal one and entails no direct responsibility. The state facilitator is not under line authority of the TEA, but its staff members do cooperate with TEA and respond to TEA requests as best they can. There are overlapping functions between TEA and regional education service centers; for example, both the TEA and service centers have content experts in similar areas, but the service centers are "on location" and, therefore, in a much better position to provide immediate service to schools. TEA, therefore, often calls on service centers to provide help to a school district in their region.

U.S. Office of Education

Early in the project year, the Region 10 State Facilitator Project staff were asked by USOE to perform a coordinating role for the Texas facilitator efforts with 19 state facilitators and no connecting office or individual. The Office of Education was finding it had to repeat itself 19 times in one state. The Region 10 State Facilitator agreed to assume this responsibility, but indicated they were interested only in coordinating and communicating, not in acting in any monitoring or directing role. Regional Education Service Centers have long enjoyed autonomy in carrying out their functions, and this expectation for self-direction was transferred to their new 306 roles and would have made, the Region 10 Facilitator staff felt, any but a coordinating capacity difficult or impossible to implement.

National Diffusion Network

The Region 10 State Facilitator Project staff has been involved in the National Diffusion Network to some degree through its Coordinator, Ann Bennett. Its most important experience with inter-facilitator cooperation and collaboration has been in its own state, through the coordinating role among Texas facilitators discussed above.

The facilitator project staff has created a rolefor the project in serving as a clearinghouse or channel for communicating information to other Texas facilitators. They did this through mailings and telephone calls. They reported on facilitator related meetings they had attended at which other region's projects had not been present; they alerted facilitators about workshops or conferences that could be helpful or interesting; they arranged for facilitators to take part in D/D training set up by one region's project; and they coordinated facilitator mini-meetings at other state gatherings.

The Region 10 Statewide Facilitator staff has indicated that it might not assume this coordinating role in the coming project year because of a perceived lack of state and Federal interest in or support of its carrying out this function. However, during the first year of the project, 1974-75, Region 10 State Facilitator Project carried out the following activities as part of its coordinating role:

* An initial planning meeting attended by facilitators from 19 Education Service Centers was conducted by Region 10 Education Service Center staff. TEA and USOE representatives were also in attendance and contributed greatly to initial planning for project implementation.

* Every Texas Education Service Center Executive Director and state facilitator received eight different mailings regarding a variety of topics relative to implementation of the state facilitator projects in Texas.

- * Region 10 responded to approximately 25 inquiries, written and verbal, from facilitators in other Education Service Centers.
- * The Texas Education Agency is represented on the Dissemination Advisory Council.
- * The Director of Program Planning, TEA and the Director of Dissemination, TEA, each received copies of all mailings sent to ESC Executive Directors and facilitators.
- * Region 10 responded as needed to out-of-state inquiries regarding the Texas developer-demonstrator project, SIMU-School.
- * Region 10 Facilitator Project staff gave in-depth assistance in program development to the Project Director of Region 10's only developer-demonstrator project, Social Problems of Today (Project SPOT).
- * Region 10 disseminated to all Texas Education Service Centers project information provided by USOE for that purpose.
- * Region 10 staff members attended two national conferences held in connection with facilitator functions and disseminated to all Texas facilitators appropriate conference information and materials.

Operational Strategy

The staff of the Region 10 State Facilitator Project followed the model of dissemination it developed and adopted as the guide for its operational strategy. Very shortly after returning from the first meeting of state facilitators in Washington, D.C. in July, 1974, project staff members sent questionnaires to all D/D projects, requesting information about the project, its costs, training requirements, equipment needed, etc.

At the same time, the facilitator project staff established a Dissemination Advisory Council (DAC) made up of 23 public and non-public school teachers, principals, superintendents, college and university personnel, Region 10 staff members, and representatives of the TEA, and the regional USOE office.

The purpose of the DAC was to identify those D/D projects or products which would best fit the needs of Region 10 school districts. At its first meeting in September, 1974, facilitator project staff shared with DAC members all the information available on D/D projects. In some cases this included filmstrips, but in others, only brief write-ups were available for examination. After going through the materials, DAC members rated each D/D project, and compiling the results produced a prioritized list. Facilitator staff decided, arbitrarily, to cut the list off after the first twenty projects and these became the Region 10 D/D pool.

The next major stage was to hold Awareness Conferences to acquaint regional school district personnel with the projects available for adoption. As a preliminary step in this Awareness stage, the project staff conducted top-down introductory sessions with county and local school superintendents. At the advice of the DAC, it was decided to implement awareness activities by county and to enlist the help of county school superintendents in presenting the projects to local school district superintendents, and then with the help of both county and local superintendents, plan the Awareness Conference for each county.

Region 10-ESC's Director of Administrative Services telephoned each county superintendent with whom he is on a first name basis. Without exception, these administrators said they were interested in letting their school district superintendents know about the facilitator project and its potential to school districts. It was arranged for the facilitator project Coordinator to make a presentation at each county superintendent's beginning of year meeting for local superintendents. At these September and October meetings, the facilitator project Coordinator explained what the project would be able to do for local school districts, the availability of financial assistance and the variety of validated programs available for adoption.

Attending superintendents were generally enthusiastic and receptive and at the request of the facilitator project Coordinator, one in each meeting volunteered to hold a county Awareness Conference in a school cafeteria, gym or auditorium (no cost for rental of space that way) in his or her district. Almost without exception, superintendents chose morning hours for Awareness Conferences in their counties, which meant they had responsibility for freeing up those teachers and administrators they wanted to attend. This was one of the instances in which the facilitator project staff perhpas unexpectedly provided opportunities for school people to make an early commitment and investment in the project.

Facilitator project staff set up four D/D information stations, in the rooms County Awareness Conferences were held in. Each station covered a different D/D project cluster area such as early childhood, physical education, etc. After making a brief presentation to attending school personnel and giving them each a listing of D/D projects categorically arranged, the staff had participants motor around to stations for twenty minute intervals to learn more about D/D projects of interest. Facilitator staff members were at the stations to answer questions and explain projects.

Most of the region's non-public schools are in Dallas Coutny. After the time and location for that county's Awareness Conference was set, the facilitator project coordinator invited all non-public schools to send representatives to the conference.

At the end of each Awareness Conference, each school represented was given an Interest Response Form to take back to the district and fill out, deciding, as a team with other school personnel, which D/D project seemed most interesting and appropriate for the school and district. Upon receiving these completed forms from school districts, facilitator staff members were selected to serve as consultants to D/D clusters such as reading, and arrangements were made to visit each of the 28 school districts that had responded with interest. A consultant was never sent out to meet with only one person in a district; there had to be a team available to speak with the consultant. The district superintendent could serve on this team, but the principal and two or three teachers had to be included as well.

The purpose of requiring team representatives at this and all other stages of the adoption process was to insure a broader base of support for the process and the adopted project if the process reached that point, than would be available if only one person, even if it was the superintendent, represented the district. Each district was given only one Interest Response Form, also in the aim of insuring wider discussion and consensus before acting to indicate interest.

Some of the 28 respondants were little districts that had never before been involved with the Region 10-ESC. In order to insure that these small, often poor, districts could be involved in the program of adoption, the facilitator project plan had provisions for underwriting all of the costs should a poor district decide to adopt. Because the facilitator project staff were interested in gaining some form of commitment from adopting district teams, and because some adopting districts were poor, the facilitator project staff had to accept some forms of commitment that did not involve financing.

The Region 10 State Facilitator staff found that this initial visit with school districts, to explain D/D projects in further detail, often proved to be a screening process, by which some local district teams recognized a poor fit between their needs and the D/D project they were interested in, and chose to "opt out" of the adoption process, or as in the case of a few schools, to select a second, more appropriate D/D for adoption.

After going through this stage of matching local school district (LEA) needs and interests with D/D projects, the facilitator staff arranged for those districts still interested to visit the D/D for a closer examination and to allow D/D staff to become acquainted with potential adopters.

The trial adoption stage of this facilitator project is somewhat different from trial adoption as practiced by other change agents. It is more of a mental process of clarifying district needs and interests, examining D/D project characteristics and going through a paper test of "fit," rather than engaging in an actual onsite mini-adoption. Another unique feature of the Region 10 Facilitator Project's trial adoption stage is that local school districts go through the paper test of fit as a team, without the aid of a facilitator project consultant. The facilitator project staff felt that it was vitally important that school district personnel work on their own during this stage; free to move at their own pace without feeling pressured or evaluated as might occur in the presence of an outsider.

The school district teams which completed the trial adoption stage reaching consensus to seek adopter status were asked to submit to the state facilitator Profile Data Sheets and District Commitment Forms, these latter signed by the superintendent and all those, including the principal who would be taking part in the training. These forms were sent to the D/D in order that its staff could review the school's characteristics, interests, and needs before deciding whether or not they would approve of the school as an adopter. During the first year of the facilitator project, 16 of 26 originally interested school district teams reached the stage of submitting District Commitment Forms, and they were all approved by the D/Ds for adopter status. The facilitator project staff ascribed this to the lengthy trial adoption stage; only those schools whose needs were suited to the chosen D/D and whose teams had come to consensual commitment arrived at this stage in the adoption process. Others had screened themselves out at some step along the way.

Once the D/D project staff gave their approval for adoption to a Region 10 school district, the facilitator project staff negotiated plans for training and implementation. As in other phases of the adoption process, the facilitator project staff required the principal of the adopting school to take part in training activities. Region 10 staff felt that the knowledge, understanding, support, and active involvement of a school's "gatekeeper" was necessary to insure the successful adoption of a new and often difficult program. The facilitator staff has found that because of this required participation, school principals have often become the strongest advocates and supporters of the facilitator program.

Some of the D/D projects chosen by Region 10 school district teams required that school representatives make an onsite visit to observe the D/D and be questioned and observed in return, as a precondition to considering approval of that school for adopter status. The facilitator project paid for travel and expenses for these pre-approval observation visits, and had no ceiling on the amount of money it would spend in agreed categories, on facilitating adoption in a given district. Since some D/D projects were chosen by several Region 10 school districts, the facilitator staff found, however, that it was often more cost-effective to bring a D/D staff member to Texas to train several schools than to send many Texas people to Georgia, Florida or Nebraska for training. In the case of one D/D, Project Health and Optimum Physical Education from Ocilla, Georgia, there was such wide interest across the state — districts in 13 regions had chosen to adopt the project — that Region 10 State Facilitator staff arranged to bring trainers from the D/D to Waco, in central Texas, to train over 100 school people from those regions.

The facilitator staff developed a policy of training up to 18 people from once school per district, and helping that school implement the program. Should the program take hold in the school, it could become a model demonstration program for the district, and training could be provided for other schools within the district to implement the program. The facilitator project Coordinator felt that at some point it may be possible to have a particularly good program serve as a model site open to visitation from educators throughout Region 10, though this was not part of the written agreement between school districts and the state facilitator. Some schools would have been reluctant at the outset to agree to allow visitations, but may find it acceptable and possibly helpful to them at a later date after their program is well established.

The state facilitator project commited itself to provide follow-up assistance to adopter schools to help in the implementation of programs. Adopter school teams which received training made a commitment to implement the program, though no degree of success in implementation was specified. A consultant from the facilitator project was assigned to aid adopters in this process. The consultant received the same training, at the same time, as the school team, and plans called for frequent onsite visits to, and telephone contact with, the school until the program was institutionalized. The facilitator project received no pre-testing for baseline data, with the exception of those schools adopting Project Health and Optimum Physical Eduacation. The facilitator staff was concerned that many school districts would be reluctant to engage in a program requiring a great amount of forms to fill out, procedures to follow, reports to submit, and program evaluation to carry out. Federal programs are not embraced without reservation in that region of Texas, and the facilitator staff recognized the necessity of some easing of traditional programmatic and requirement constraints.

As part of the program follow-up, the facilitator staff expected D/D project personnel to monitor in some fashion the school's adoption of their program. Some D/Ds, of course, have this monitoring step built into their adoption procedures.

At the end of the 1974-75 academic year, the Region 10 State Facilitator Project staff saw schools at every step along the way in the adoption process. Two schools, both private, are in the trial adoption phase, one looking at the Strategies in Early Childhood Education from Waupun, Wisconsin, the other at Talents Unlimited from Mobile, Alabama — other schools have submitted commitment forms and are awaiting training. Some of those schools that have undergone training are having trouble implementing a program due to more urgent district priorities, such as survival; a number of schools are still training teachers and gathering materials; others are planning to implement the program in September, 1975; and two schools have fully implemented programs, already involving students.

Evaluation

Staff members of the state facilitator project designed and carried out an evaluation of the awareness phase of their project. Analysis of the statistical data indicated to the staff that county Awareness Conferences, held in the fall of 1974, seemed to have had a strong, positive effect on the level of awareness of educators regarding the state facilitator project and the

20 D/D projects being offered to Region 10 schools and school districts. Educators who attended a county Awareness Conference, the facilitator project further concluded, reflected a significantly greater awareness level regarding project offerings than did educators who did not attend.

The project staff extrapolated descriptive results from the data, which appeared to indicate that in a majority of cases the awareness level concerning those project for which little or no explanatory material was available, was lower. Additionally, in all but one case (Project Adventure, Hamilton, Massachusetts), the most well received developer-demonstrator projects, as indicated by written expressions of interest to adopt, were those D/D projects which had provided sufficient awareness materials.

No formal evaluations have been undertaken of any other stages in the adoption process. The facilitator project staff relied on informal reporting from consultants and expressions of interest and appreciation from Region 10 schools to conclude that their project is effective, meaningful, and beneficial to the educators and schools they serve. At the end of the 1974-75 school year, the facilitator project had directly served 16 schools, four of which were non-public, including one Catholic and three private schools.

Strengths

Staff of the Region 10-ESC State Facilitator Project judged its greatest strength to be the "personal touch" it afforded those schools and school districts it worked with during the first year of the program. At every stage of the adoption process, the facilitator project staff stressed face-to-face contact with school teams and individuals. They found that personal visits were able to regenerate interest and provide the impetus mailings and phone calls could not.

A second major facilitator project strength was the logical, consistent nature of its dissemination/adoption process, with its emphasis on local decision-making and matching needs and interests with D/D programs and products. This process gave the people involved contact not only with adequate and appropriate information but also consultant assistance. Participants in the adoption process had alternatives available to them, which reinforced their autonomy and control over the results of their involvement.

Shortcomings

Facilitator project staff identified two major weaknesses. Because of the nature of the staffing arrangements, the part-time consultants from the Service Center's Instructional Service Department could not give their undivided attention to facilitator responsibilities as would have been more desirable. Staff members wore so many hats, with their different part-time functions, that a consistency of effort was sometimes lost.

A second weakness was that with the available staff working to capacity, there was no possibility for anyone assuming back-up responsibilities for another's projects. The facilitator project Coordinator was concerned about program disruptions should a staff member leave the project for any reason. Not only would the knowledge of the D/D project be lost, including the experience gained in training, but also the very important personal relationships on which depended much of the program success.

Anticipated Changes

The staff of the Region 10 Facilitator Project developed plans for the coming academic year, 1975-76, that call for primary emphasis to be given to providing continuing service to those schools and school districts which have already begun the adoption process in the first year of the project. Staff members have planned to visit all adopter schools in September to assess their state of readiness, help them define additional needs and resources, and make plans to provide the school with whatever is required to enable a successful adoption.

The facilitator staff suggested that it might be possible to bring to Texas representatives of some of the more sought after D/D projects to run "mini-awareness" conferences, concerning just their D/D project, for Region 10 school personnel.

For the future, Region 10 educators and schools will have access to needed services because of the ongoing status of the region's Education Service Center. The Center's staff was performing an information diffusion/adoption facilitation function before the beginning of the state facilitator function and will continue to do so after the end of the 306 effort.

Future

Ann Bennett, Coordinator of the Region 10 Facilitator Project, stated that the diffusion/adoption process has to be defined by a cycle, that brings regularized frequent information back to program developers, in order to be of lasting use. Somewhere before, during or after the replication/implementation stage, information about program appropriateness, adaptability and practicality has to go to USOE, developer-demonstrators, and/or others, in order that programs of value and use be developed to meet real school interests and needs. Program awareness and adoption is, therefore, only a portion of this cycle's process; the other part is to feed back information and program experiences to developers in order to accurately portray new needs and appropriately design programmatic responses.

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new hampshire

New Hampshire Educational Facilitator Center

Concord, New Hampshire

In 1970, after 6 new open space school buildings had been built in New Hampshire, Project SOLVE was funded through Title III to help the staffs of these schools make optimal use of their facilities and move toward the development of more highly individualized instruction in grades K-12. SOLVE developed training materials and carried out training programs in such areas as needs assessment, curriculum development and evaluation, and staff development, especially in relatively new areas like team teaching. In 1973 SOLVE was validated by the ESEA Title III panel in the Identification-Validation-Dissemination process, receiving an "Educational Pacesetter Award."

The normal route for such a project would have been to apply for developer-demonstrator status. However, the staff of Project SOLVE decided that they had developed expertise in the process of facilitation as well as a network of schools interested in innovation. The Director of SOLVE had also become Assistant Director of Project SHARE, an IGE consortium of 12 schools in southern New Hampshire, and therefore had working relationships with many schools throughout the state. The staff of SOLVE believed that they had the experience and organization to effectively disseminate several of the Office of Education's innovative projects, the D/Ds, throughout the state, rather than just working with their own. Thus, they made a decision that, instead of applying for D/D status, they would apply for a 306 grant as the state facilitator.

Key Staff

Glen Belden, the Director of the New Hampshire Educational Facilitator Project, was previously Director of Project SOLVE, as well as Assistant Director of Project SHARE. With both organizations Belden worked in the areas of staff development and team building. Prior to his work with those two organizations, Belden had taught in an open middle and high school which was one of the original SOLVE schools, holding the positions of Department Chairman and Senior Curriculum Associate. He had been attracted to this school, after several years of teaching, because of his interest in using a systematic approach in the area of curriculum development. In addition to his school experience, he had experience which had given him interest and expertise in success motivation and sales.

Jared Shady, the Assistant Director, had taught in schools with Belden and had served as a team leader in an open school. Prior to joining the facilitator staff, he had been working in industry as a production coordinator, so had experience in tying together multiple details and people to accomplish a task.

Glady Main, the project secretary, was the third member of the full-time staff.

In addition, the New Hampshire Educational Facilitator Center received support from other sources: 3 field agents, working in needs assessment, from the State Office of Teacher Education and Professional Standards, LEA liaison contacts from Directors of Regional Centers, and a printing press operator and some clerical help from the Title III office.

Operating Style

In the beginning, regular weekly staff meetings were scheduled, but it soon became clear that there was a need for more frequent communication. Daily informal communication became the norm and was supplemented by written and shared contact reports for each visit or phone call. Since NHFC shared a building with Project SHARE it was hoped that there would be communication between the two but this did not, in fact, take place.

Conceptual/Theoretical Framework

NHFC's approach to dissemination and diffusion was a simple, yet effective one which included two fundamental aspects: 1) establishing personal relationships and rapport with local education agencies, and 2) providing a service, in the form of proven educational innovations, which could effectively meet local needs. Thus, NHFC spent a great deal of time and energy calling and visiting superintendents and principals to interpret the projects available and to help the LEA to choose a project which would, in fact, meet a defined need. Since it was important that they be perceived by LEAs as responsive, they made an effort to schedule events as close to participants as possible.

This philosophy resulted in a low key, service oriented style which was extremely successful in achieving adoptions. At the end of their first year of operations, teachers from about 100 schools had completed training and were adopting projects. NHFC's attitude however is not that they are "selling" projects, but rather that they are helping local schools to solve problems and meet defined needs by using methods with other schools have found successful.

External Communications

D/Ds

NHFC sent Data Collection Sheets to all D/Ds in an early mailing to gather information on the projects. This was the only formal contact with the D/Ds but there was phone contact as well as information sharing through the newsletter. When the facilitator had ascertained interest in specific projects from school districts and could identify the ones which were the most popular, they invited the D/Ds to New Hampshire, first for awareness sessions and later for training sessions.

State Department of Education

The State Department of Education has limited power in New Hampshire since it provides only about 4% of the schools' operating budgets. NHFC took an active role in trying to gain support from key people in the department, and took care to inform the appropriate divisions of their work, in an attempt to avoid duplicating efforts.

NHFC's relationship with the SDE varied in warmth and depth from one division to another. Strong support came from the Division of Planning and Evaluation, especially their teacher preparation unit, a group which has field staff working with teachers on organizational development. In other areas, there was concern about possible conflict with the state division's programs or authority. In the area of environmental education, the relationship with the appropriate state division was strong enough that the state science consultant attended the training workshop for Project ECOS and will provide some technical assistance or content follow-up to teachers.

In late April NHFC co-sponsored an Educational Fair with the SDE and the Northern New England chapter of Phi Delta Kappa. The State Department initiated this fair as a way of showcasing successful Title I and Title III programs in New Hampshire. In addition to the New Hampshire programs, NHFC brought in five D/Ds from other parts of the country and also invited local educators who had already been trained by other D/Ds to share their programs. The Education Fair was a good example of inter-agency cooperation.

Toward the end of the school year 74-75, some contacts were made with the State Commissioner of Education and the chief of the Division of Instruction, and plans were made for closer communication in the coming year. Emphasis was placed on communicating what the adopting schools are doing and what NHFC had done in the past year. In addition the facilitator staff plan to send mailings of clusters of D/Ds to appropriate state personnel (for example, Learning Disabilities) in hopes of coordinating activities. There are also plans to begin establishing advisory councils, which would include state personnel, in order to suggest which D/Ds would be most helpful in New Hampshire.

U.S. Office of Education

NHFC's relationship with the Office of Education was cordial and open averaging about two contacts per month. Communication took place for the most part by telephone both with Jean Narayanan and Bill Gruver the state's project officer. The facilitator staff found their relationship with OE helpful in terms of learning about federal allocations and priorities which would help them in their work in the state. NHFC staff also asked OE staff for their opinions on untried ideas that they were considering.

National Diffusion Network

NHFC staff found the national conferences extremely beneficial for exchanging ideas and for making their own ideas more concrete. The conferences also were found to be valuable for meeting other state facilitators so that enough of a relationship was established that communication was possible throughout the year. Communication was most frequent with those people with whom contact had been made at conferences and with neighboring state facilitators. Next year, NHFC would like to coordinate some activities with neighboring states.

It should also be mentioned that the NHFC Director has been elected to the NDN Advisory Group for the coming year.

Operational Strategy

In its first year of operation NHFC placed great emphasis on awareness strategies, on reaching as many people as possible in the state of New Hampshire to inform them of their innovative projects available to them. Their philosophy was that in order to achieve adoptions their contacts with LEAs, as well as with the State Department of Education, should be personal, and non-threatening experiences. Their emphasis was on making the schools aware of the projects themselves rather than making the schools aware of NHFC as a project so they deliberately maintained a "low profile" in order to be more "facilitative."

Their first months of operation in the summer were spent in organizing the center and in gathering information from the D/Ds through Data Collection Sheets, which they developed. In October, their staff was complete and they sent out their first mailing to over 400 superintendents, assistant superintendents, and principals of public and non-public schools and received responses from over 100 of them. Later mailings resulted eventually in over 300 expressions of interest from over 100 of New Hampshire's 172 school districts and a dozen non-public schools. There was no special strategy for non-public schools and in most cases no prior relationship. In the case of two parochial schools, the Director had had some previous contact through Project SOLVE.

The initial mailing consisted of a one page description of the Federal program, the selection criteria, and the projected services of the state facilitator project. It did not describe every D/D, but rather grouped D/Ds into categories such as Physical Education or Individualized Instruction. A postage-paid flyer was enclosed for recipients to indicate their areas of interest and return.

The returns were followed-up by individual phone calls from the facilitator staff to find out more about the specific needs of the LEA. A form was used by the facilitator staff to record these needs, target population, and the respondent's priorities in terms of specific programs. No commitment was asked for, merely interest. Phone calls were followed-up with packets of information which included a listing of the name and target population of every project, with more complete descriptions of those programs which had been of most interest to the LEA. In late November, 96 of these packets were sent out and once again followed by a phone call to see if the information had been helpful. In this phone call there was an attempt made to find out specifically if there was interest in a particular project. This was tempered by a sensitivity toward asking for too much of a commitment too early.

Because 96% of the schools' budgets in New Hampshire comes from local property taxes, superintendents are in a realtively powerful position. This coupled with a state requirement for mandatory staff development — which superintendents must provide for out of their own budgets — gave NHFC a strong service to offer. The facilitator staff, therefore, interpreted this service to superintendents and worked out ways for teachers to receive credit for attending training courses for any of the projects.

After talking with superintendents and principals the facilitator staff knew which projects were eliciting the most interest and began selecting projects to invite to New Hampshire for awareness sessions. All LEAs which had shown interest in a particular project were invited to an awareness session with the D/D. These awareness sessions cost NHFC and the LEA very little in terms of money or energy, since the D/Ds planned their own presentations and in many cases paid their own travel expenses. The location of the awareness sessions was left unscheduled until there was some initial registration so that they could be located in places convenient to the registrants. It was also decided to schedule events in comfortable, non-school sites (like motels) in an effort to give participants a sense of importance about the project and to provide a pleasant, change-of-pace atmosphere.

NHFC developed a calendar of upcoming events, including awareness sessions and training institutes, which was circulated to all "participating educators." In this way, participants could see the total work of the Facilitator Center and additional projects which might be of interest to them. Enclosed with the calendar were paragraph descriptions of the projects listed. By April, NHFC was communicating with so many districts that they expanded the calendar idea to a newsletter with descriptions of the programs listed and announcements of future plans as well. The newsletter, besides being a communications device, also served to link participants in the 306 effort around the state and started the formation of support groups in content areas. The newsletter was also sent to some

D/Ds and to state personnel. Next year more will be sent to personnel in the State Department of Education as a means of keeping as many people as possible informed of the various undertakings of the Center.

After awareness sessions, LEAs initiated the contact with NHFC regarding training. NHFC found that over 75% of those who attended awareness sessions went on to take training. The training sessions, like the awareness sessions, were scheduled in various parts of the state, and were implemented by the D/Ds themselves. By the end of the year, NHFC had sent people to be trained at the D/Ds' home sites and may do more of this in the coming year. In one instance, the state Social Science specialist went to a D/D for training and then replicated the training for New Hampshire participants.

At this point in the process, most D/Ds ask for some commitment from participants to carry out the project. NHFC staff believed that it was too threatening to ask schools to commit themselves before they had experienced the training. They, therefore, developed a limited letter of agreement for the chief school official involved to sign which committed the LEA primarily to taking the training and "pursuing the goals of the project." NHFC staff believed that their letter of agreement was more acceptable to New Hampshire schools. Commitment is expected following the evaluation of a trial implementation.

Technical assistance was just beginning at the end of the program year and will receive more emphasis in the coming year. It can be characterized as responsive to expressed needs of the adopters. The NHFC staff does not initiate an extensive needs assessment at this point in the adoption process, primarily because the SDE requires and assists in an extensive needs assessment in each district. As schools indicate needs they are given specific help in areas like writing adaptive grant proposals, or in the content area of the project being adopted. Some of the content assistance is also provided by D/Ds. Technical assistance will vary according to the needs of the school, but primarily, it is support to the adopters in order to help them succeed in what they have set out to do.

Evaluation

NHFC had established measurable objectives for their performance when they first developed their proposal for 306 funds. They therefore worked with those objectives in evaluating themselves. Besides using this internal evaluation system, they employed UNCO, a Washington based consulting firm, as an external evaluator. They found the external evaluation report helpful in terms of helping them to create a more adequate documentation system. Next year the evaluator will be concentrating on measuring project effectiveness and impact assessment.

Strengths

The major strength, in the eyes of the facilitator staff, was the quantity of schools reached and trial adoptions achieved. Their primary goal was to establish their credibility as a service, and as such their major criteria of effectiveness was that they be used. Of 45 supervisory unions, they have trained some personnel in 38; of 125 districts who participated in awareness sessions, about 100 went on to be trained and to begin trial adoptions. Moreover, in many cases, schools were involved which had previously never been involved in grant programs.

NHFC attributes this success to their personal, low key approach, which was well received by New Hampshire educators. The time they spent in personal conversation, both on the phone and face-to-face, with state people was time well spent.

Shortcomings

There were two major weaknesses NHFC could identify in their operation. The first was that response in the state was sometimes too great for them to handle. With only two full-time professionals, it was often difficult to follow-through on details. A related point was that, at the beginning, staff were not fully prepared to handle requests for materials.

The second weakness was in NHFC's relationship to the National Diffusion Network. Because NHFC had limited staff time to prepare reports of what they were doing, they were not as good as they would have liked about sharing forms, strategies, etc. with the NDN. This was put off to be worked on in the summer and by the end of the summer NHFC had compiled a great deal of their material for other facilitators and D/Ds.

Anticipated Changes

In its second year of operation, NHFC will be working with the 100 schools which have completed training and are adopting projects. In addition, they will begin a new round of awareness strategies. Faced with a $35,000 decrease in funding, it will be especially important to cut back where possible without affecting the quality of the program and to look for personnel and funding to supplement the work of NHFC.

NHFC has set specific goals for itself in terms of new adoptions in the state. They have established minimum goals of 8 new D/Ds holding awareness sessions in 15 new districts adopting projects. They plan to follow their successful strategies from last year but will probably limit awareness sessions to one a month from October through April. Last year they feel they over-scheduled and people may have reached a saturation point.

NHFC will be devoting much of their time to monitoring how well the projects presently being adopted are meeting schools' needs. They see themselves as being in the business of helping schools rather than selling projects and strongly advocate local schools adapting the projects in whatever way is necessary to meet their own needs. The responsibility for project integrity lies mainly with the D/D who should establish minimum requirements for adoption. The facilitator staff will assist schools in adapting projects and in evaluating them according to how well they are meeting local needs. NHFC will also assist schools in applying for state Title III adoption/adaptation grants when additional funds would help make the project more effective.

By July of 1976, the facilitator staff see themselves working toward identifying exemplary projects within the state and helping LEAs who have developed such projects to prepare themselves and apply for validation by the Office of Educaton Review Panel. Thus, consumer schools, having developed their own programs and expertise, would become producers themselves, and NHFC would begin to work with these producer schools within the state of New Hampshire. The NHFC staff are optimistic about their chances for survival even without a renewal of Federal money, because they believe they have developed strong local and state educational agency support.

5

indiana

Indiana Facilitator Center

Logansport, Indiana

Because funds supporting state facilitators and developer-demonstrators come from the discretionary account of the U.S. Commissioner of Education (Sec. 306 of Title III, ESEA), state educational agencies had authority only to review applications and make recommendations to USOE. In the case of the Indiana State Facilitator, however, the Department of Public Instruction virtually handpicked the successful applicant.

Ray Slaby, Associate State Superintendent of Public Instruction, approached Ted Hughes, superintendent of schools in Logansport, Indiana, at an AASA convention in Atlantic City. He asked Dr. Hughes if Logansport would take charge of a Title III project, one that would be monitered directly by the U.S. Office of Education. Dr. Hughes expressed interest; and after considerable discussion between staff of The Department and the Logansport Community School Corporation on the function of a state facilitator, an application was filed for a grant of $170,085. No other application for the facilitator project was received and Logansport was awarded the grant. The facilitator project has its office in the Administration Building of the Logansport Community School Corporation.

According to the facilitator project director, Logansport was selected as the LEA for this project because of an Indiana tendency to distribute Federal educational funds evenly across the state. Logansport had never had a Title III grant before.

Key Staff

As a condition for accepting the assignment to manage a state facilitator project, Dr. Hughes insisted on a free hand in hiring staff.

The position of project director was posted within the Logansport Community School Corporation, as required by personnel policy, and then elsewhere in the state, including the placement offices of state universities. Logansport found its project director, John Hand, through Ball State University. He was completing work on an Ed.D. in educational administration and called Dr. Hughes, whom he had known for six or seven years, to say he was interested in discussing the job.

Dr. Hand had a varied educational background and an extensive knowledge of the state. He had served one year as a consultant to the Curriculum Division of the Department of Public Instruction, one year as the Assistant Director of that Division, and 3 years as Assistant State Superintendent with responsibilities that included Title III. During this period, he became a familiar figure in state educational circles

The proposal for the state facilitator grant indicated this staffing pattern:

Director	$19,000
Program Coordinator	14,000
Secretary	7,000
Clerical (2)	10,000
Custodian	4,500
Part-time Clerical	4,500

As of May, 1975, not all these positions had been filled. Dr. Hand began his work in mid-August, 1974. He hired a secretary, Teresa Anderson, in September and the two of them ran the project alone, with some consultant help, until April, 1975, when another secretary was hired. As of September 1975, Mr. Ted Newell had been hired as Program Coordinator, a new secretary had been hired, and Miss Anderson was functioning as an Administrative Assistant as well as Project Secretary.

External Communications

D/Ds

Dr. Hand pointed out a potential problem with D/Ds concerning training dates. He often found himself making decisions regarding D/Ds simply on the basis of finding a D/D with time available. Then he would look for interested people to participate.

"In a sense," he said, "this is putting the cart before the horse. You get the training commitment prior to finding out whether you have any people who really want it."

Dr. Hand assumed this risk for one D/D. He had arranged for the Institute for Political and Legal Education to come to Indiana for a week during August — an open date on their calendar. The director said he wanted 12 commitments to adopt in order for the project to run the workshop. Announcements for the workshop went out to school corporations and Dr. Hand expected that representatives from at least 50 high schools would sign up for the workshop. Three weeks before the closing date for registration, he had not received a single registration.

Indiana Department of Public Instruction

The IFC and the Department have worked closely together on the state facilitator function. In the first place, the Department chose Logansport as the site for the project. Although the Department is not the funding source, Dr. Hand identified it as one of the agencies to which he submitted reports. Some Department publications carry news items about IFC and its upcoming awareness activities. A Department representative sits on the IFC Advisory Board. The first turnkey training team was composed entirely of Department personnel.

Dr. Hand also has called upon Department staff to assist in producing and promoting training workshops. For example, the Department's social studies curriculum expert agreed to chair the workshop for the Institute of Political and Legal Education scheduled for August. He called together some colleagues — an employee of the Division of Crisis Prevention and a director of a Title III social studies project — and they worked with the D/D in drawing up the program. The announcements alerting Indiana educators to this event indicate the Department staff person as the point of contact for further information.

Office of Education

Dr. Hand characterized his relationship with the U.S. Office of Education as a cordial one which he often found supporting and helpful. It also tended to be time-consuming, since quite often he had to redo work to conform to USOE regulations or standards which he had tried to do already.

National Diffusion Network

Because Dr. Hand was hired after the first orientation meeting held in mid-July by the U.S. Office of Education, he relied considerably upon other state facilitators for information on how to go about his work. He frequently mentioned the Kansas City meeting for state facilitators, held in August shortly after he assumed the directorship, as a source of good ideas. Some of his work, particularly the policy statements appearing in the IFC Guidelines and the forms he devised, have been used by other state facilitators.

Operational Strategy

The Indiana Proposal

One of Dr. Hand's first tasks upon moving into the state facilitator offices was to submit a revision of the original proposal at the request of the U.S. Office of Education. The first proposal had been written as a narrative and failed to portray, in terms of flow charts, objectives, and specific activities, the program of the state facilitator.

Dr. Hand spent his first week reading materials related to the proposal, orientation materials prepared by USOE for the National Diffusion Network, and proposals submitted by other states. Using the Florida and Massachusetts proposals as models, he re-wrote the Indiana proposal in a systematized form, drew up a flow chart, and revised the budget keeping within the amount of the grant award.

The second draft showed the expertise of a man who had obviously read many proposals and written a few himself. It was concise, well-ordered with each section identified, and replete with administrative terminology. There was a section on definitions, on general function specifications, on product and process standards, on impact goals. The revised budget indicated that Dr. Hand had made a close review of the original budget and had proposed some adjustments to correct oversights or inaccurate projections of expenses. One section described the facilitator program in terms of four major functions:

1. Start Up.

   (organizing the office, hiring staff, setting policies)

2. Project Maintenance.

   (developing a library of D/D resource materials, writing reports, evaluating the project)

3. The Brokerage Function.

   (disseminating D/D materials, matching local needs with D/D programs, negotiating adoption agreements)

4. The Technical Support Function.

   (arranging inservice training, providing installation assistance — consultation, materials reproduction, monitoring projects, conducting impact assessments)

Dr. Hand did not, in the proposal, project the number of adoptions he thought possible during FY 1975. He explained that no experience existed on which to base such a projection. Instead, he suggested the project be evaluated in terms of products and processes. Each function, therefore, had a detailed statement of work to be done and a standard of acceptability. A professor from Ball State University was identified as the external evaluator.

While the external evaluator would furnish an end-of-year report, the ongoing activities of the project were to come under scrutiny of an advisory council of some 12 members. Dr. Hand would chair the council. Other proposed members were: the assistant superintendent of schools for Logansport, an administrator from a district other than Logansport, the staff member from the Department of Public Instruction who was assigned as liaison for the project, the director of a D/D project in Indiana (Systems Directed Reading, Elkhart), a university faculty member in the field of marketing, advertising, or educational dissemination, and six lay people from Logansport. Administrators of the Logansport schools would select members not otherwise identified by title.

Dr. Hand also proposed to submit periodic reports on project activities and expenditures not only to the funding source — the U.S. Office of Education — and to the LEA — the Logansport Community School Corporation — but also to the Indiana Department of Public Instruction.

With the program well charted in the revised proposal, Dr. Hand could begin to reach out to Indiana educators. It would not be an easy task, promoting change in schools, as Dr. Hand was well aware. "Indiana people generally tend towards conservatism and a rather fierce kind of autonomy."

Initial Activities

Dr. Hand's initial flyer announcing the Indiana Facilitator Center (IFC) and its services was mailed to all Indiana school districts on October 28, 1974, a date somewhat later than most other state facilitators announced their existence. There was reason for this time lag. Dr. Hand concentrated on setting up procedures so the IFC could respond to inquiries and requests for assistance in a standard way, rather than responding idiosyncratically to each contact, which quickly exhausts staff time and energies. The latter part of September and early October was spent in developing criteria for allocating assistance, in developing systematic plans for dealing with requests to visit D/Ds, and in setting up a record-keeping system to substantiate what they were doing. This work culminated in the publication of the Indiana Facilitator Guide which describes the policies and procedures to be followed by a school district wanting to adopt a D/D program. Portions of this guide, for example, the criteria for granting travel assistance, have been used by other state facilitators.

Also in October, Dr. Hand contacted the Executive Directors of the various professional educational associations in Indiana to ask for a place on one of their upcoming programs. He eventually made short presentations on the IFC and the National Diffusion Network to the Secondary Principals Association, the Elementary Principals Association, and the Association of School Superintendents.

The IFC was originally conceived to be a "responsive" agency, one that responded to requests for information about adopting projects, which might then lead to an adoption agreement. The Initial mailing, which went to school superintendents and school principals, public and private, along with the presentations and other means of publicizing the IFC, were expected to generate enough requests so that a nucleus of schools adopting D/D programs could be formed. The IFC could then expand its activities, based on the credibility of such an initial success. Dr. Hand was concerned that this strategy would result in a response too great for his small staff to handle. Instead, not many people came into the IFC offices, or requested assistance. As a result, Dr. Hand decided to put more effort into promoting the program.

The Flying Circuses

By mid-December, enough D/D materials had been received to show educators the kind of programs available through the IFC. Dr. Hand organized a series of what he labelled "Flying Circuses," daylong awareness sessions to be presented at nine conveniently located sites throughout Indiana. The sites were: Fort Wayne, South Bend, Gary, Muncie, Indianapolis, Columbus, New Albany, Terre Haute, and Evansville. Seven of the Flying Circuses were held at universities on the theory that teachers would feel comfortable coming to a campus where they might be taking course work. The other two sessions were located in public school facilities.

The IFC sent two mailings to all superintendents and principals announcing the Flying Circuses. The first explained its purpose; the second explained how to get to each location. Additionally, the events were mentioned in the Title III newsletter published and distributed by the Department of Public Instruction. News releases were also sent to the major daily newspapers in the state and to the Louisville Courier-Journal.

Altogether, some 338 educators, representing 53 public school corporations and 21 private schools, attended one of these meetings — an average of 38 persons per session. The Fort Wayne meeting attracted the most people — 60, and the Gary meeting, the least — 16. In his official report on the Flying Circuses, Dr. Hand said this about the attendance: "The total number of schools and school corporations which participated was disappointing; however, had there been greater success in enticing schools, we probably would not have been able to provide the services which might have been requested."

There was no formal program at these sessions. People came at any time between 9:00 a.m. and 5:00 p.m. to leaf through the project abstracts, and to examine more closely the files and program materials for the specific D/Ds in which they were interested. Dr. Hand reported that despite IFC's efforts to clearly and accurately describe the Flying Circus, some educators expected more. These people were often upset to find that there were no speakers or large displays, although often, when they actually began to look at the materials available, they could see that the project was worthwhile. Dr. Hand promised to secure additional information about specific projects for those who asked for it. A problem ensued when the D/Ds took up to 4 months to provide such materials.

Additional problems occured on the college campuses, and Dr. Hand would in the future utilize public school facilities, instead. Often entire classes would come in to look over the materials.

Under other circumstances, this expression of interest would have been welcomed, but the students often were looking at the materials that a teacher or administrator — the prime audience — wanted to look at, and had very little time to do so. And at one school a professor kept giving his class mis-information about one of the projects and had to be corrected several times. As Dr. Hand said, "It wasn't good public relations for the project and it wasn't good for the professor to be corrected in front of his own class."

Dr. Hand also expressed some reservations about information appearing in the project abstracts. The per-pupil cost figure for adopting a project blocked any further consideration of that project by cost-conscious administrators, Dr. Hand reported, even though it was explained that those figures were usually estimates and could be negotiated, depending upon the circumstances of the adopting school. The inservice training requirements should also, in Dr. Hand's opinion, be deleted or at least presented as a condition that can be negotiated, which is, in fact, the case with many D/D programs.

The Educational Smorgasbord

In March, 1975, Dr. Hand reviewed the impact of the awareness program. He had anticipated, and budgeted for, some 25-30 visitation teams (teachers and administrators from school districts) to be sent to D/D sites for a firsthand look at programs. Only 12 had gone. It was also becoming apparent that the budget was being under-spent. The costs of the Flying Circuses and other awareness activities did not approach the level budgeted for that time of year. Therefore, with money available, and a lack of interest on the part of educators to leave the state for a look at projects, he organized a round of awareness workshops. These were day-long sessions, held at various sites throughout April and May, each featuring one D/D program presented by the D/D staff themselves. D/Ds were selected according to their potential contribution to the educational needs of Indiana, which had been identified by the State Assessment Committee of the Department of Public Instruction. Their number one priority was reading followed by early childhood education and language arts.

Altogether, some 246 people representing 62 school corporations and 7 private schools attended these conferences. Follow up activities including adopter training and installation plans , were planned for the fall of 1975. Adoption agreements were signed by 28 schools as a result of the awareness conferences. An additional 12 adoption agreements are expected in the fall.

As a follow up to these workshops, the IFC provided participants with D/D materials they could try out in their classrooms — for example, an activities manual for an early childhood education program. If the D/D did not furnish such material free of charge, IFC paid for it.

Bus Tours to Special Education

In May, the IFC offered special education teachers the option of travelling via bus to Re-Education School in Louisville, Kentucky, and to the Early Prevention of School Failure Project in Peotone, Illinois. The trips were advertised through the directors of the special education cooperatives, the basic unit in Indiana for providing services to special needs children. Dr. Hand expected to fill one bus for each project. When not enough people signed up, it became more economical for the IFC to pay a mileage charge, allowing teams to go by car. Some 40 educators, representing 9 school corporations, visited the two projects.

Team Visits to D/D Sites

The Flying Circus, the Educational Smorgasbord, the bus tour — all were initiated by the IFC, with Dr. Hand selecting the D/Ds to be presented or investigated. People who attended came from many schools. The team visits, on the other hand, were arranged by IFC in response to a request from a particular school that some of its faculty would like to investigate a D/D's program onsite. Of the teams that visited these projects, all but one school district are either completing their adoption plans or have arranged for training to begin either in the summer of 1975 or in the fall. Two school districts are already in the process of adopting a program.

Adoption Policies

As of May, 1975, 76 public school corporations and 9 non-public schools in Indiana had made in-depth investigations of D/D programs as a result of arrangements made by the IFC. Adopter training has been provided to 19 schools by 5 D/Ds, and some 15 other school districts are negotiating adoption agreements. The adoption agreement is captured in a document devised by IFC called the Installation Plan. It requires the adopting school corporation to describe the people to be involved — teachers, students, other personnel — the inservice training course, the budget, and evaluation procedures. If, however, a D/D prefers to use its own adoption agreement form, IFC concurs. "Sometimes we've found that our Installation Agreement is either too detailed for the D/D or tends to focus on something other than what the D/D wants to focus on," Dr. Hand said.

IFC furnishes a purchase order for up to $1500 to a school district adopting a D/D program. Although the school district must front-end the expenses, it can file a voucher for reimbursement with IFC for expenses incurred for materials reproduction or purchase, inservice training, evaluation, and consultant services. The cost for inservice training did not, as of May, 1975, include payments for release time for teachers.

As part of the Installation Plan, the chief school officer and the school board chairman are expected to sign a "letter of commitment," agreeing to adopt the project and to conduct an impact assessment as a means of measuring the effectiveness of the new program. All data are to be made available to the D/D, the U.S. Office of Education, IFC, and the Department of Public Instruction.

The adopting school corporation also agrees to permit the IFC to "monitor" the project. Extensive monitoring by IFC staff is unlikely. There is an intention to visit projects if staff time is available. In many cases "monitoring" will involve calling the key person by phone and asking how things are going and if he needs help. IFC believes that it is a better use of staff time to help school districts develop their Installation Plans rather than providing the subsequent monitoring once they've started training.

The services of consultants to "debug" a program during the adoption phase is an expense that IFC will pay, so long as the consultant is either a member of the D/D project staff or someone whose selection the project agrees to.

Turnkey Training

By happenstance, according to Dr. Hand, IFC stumbled upon an effective method of providing training in D/D programs to Indiana schools that avoids a possible rejection of an Installation Plan by a D/D because its training calendar is filled up and it can train no more people.

The environmental education specialist in the Northern Regional Center of the Indiana Department of Education, in January called the Director of Project ECOS, a D/D project in environmental education, to express an interest in learning more about the project. Jack Snell, the environmental education specialist, had not directed his inquiry to IFC, because he simply had not known about it or the National Diffusion Network, but he was interested in introducing Project ECOS to Indiana schools.

Frank Thompson, ECOS Project Director, agreed to come to Indiana to discuss the possibility. Before making the trip, however, he called Dr. Hand and asked him for information about the Northern Regional Center, how it operated, who Mr. Snell was, and related questions. In his reply, Dr. Hand suggested that he meet with Mr. Snell first to explore how IFC could be helpful. Dr. Hand drove to South Bend and talked to Mr. Snell, who told him that he had been laying the groundwork for a project like ECOS for three years, but had never had the funds to introduce a program of that type on his own. It was decided that Mr. Snell would recruit a team of people to be trained by ECOS and who, in turn, would train Indiana teachers in the ECOS program — the turnkey principle. IFC would pay the expenses for sending the team to the D/D site.

Mr. Snell put the proposition to Mr. Thompson when they met. He agreed to try it on the condition that ECOS would conduct the first Indiana training workshops in March, April, and May for one week each month. Members of the Indiana turnkey team, having been trained in February onsite, would participate as teaching interns. Then, in the fall, the turnkey team would conduct its own workshops, with the ECOS project staff occasionally monitoring the training and installation process.

The Indiana turnkey team was composed entirely of employees of the Department of Public Instruction. Besides Mr. Snell, the team included a social studies expert, an elementary education specialist, the assistant director of the Northern Regional Center, and an associate state superintendent. The Executive Director of the Governor's Commission on Environmental Education accompanied the team.

Why did staff of the Indiana Department of Public Instruction agree to accept the responsibility of becoming trainers for the ECOS project? For two reasons, Dr. Hand said, speaking from his experience as a former employee of the Department. "State people do a sizeable amount of inservice training, but all they can provide is their time and expertise. They don't have the money for materials and other resources. Project ECOS or IFC would provide the materials and resources for them to do the best possible job."

The second reason deals with travelling out-of-state to broaden one's professional horizon. "Traveling instate is not much of a problem, because there's money and the visibility of Department employees is encouraged," Dr. Hand said. "But out-of-state travel is a real problem. The state budget people ask, 'What can you learn by going out-of-state?' So what I offer is a trade-off. If you'll do this for me — conduct some training — I can get you some travel out-of-state."

Evaluation

IFC had a descriptive rather than a comparative evaluation design, because they lacked baseline data and clear definitions of expectations in terms of measurable outcomes. Dr. James McElhinney, from Ball State University in Muncie, Indiana was hired as the external evaluator and proposed that data be collected to indicate how IFC's seven objectives were pursued and to what extent they had been met, insofar as that could be quantified. The objectives did not have specific criteria for success since there did not seem to be a rational basis for predicting levels of performance which would equal success.

The Center staff kept activity logs and extensive files of data to document their activities and results. Informal evaluations were conducted for each planned activity through the use of opinion surveys and the collection of data, e.g. number of participants, number of schools represented, geographical distribution.

Strengths

The IFC project fared well its first year, in Dr. Hand's opinion, because of its credibility, which he described as being partly personal and partly a matter of offering a service that met some needs. Dr. Hand said that his experience at the Department of Public Instruction had taken him around the state, giving him the opportunity to make many contacts. And he said that people soon learned that he was a man of his word. "Whatever effectiveness we've had has been partially a product of the fact that during the time I was with the Department I became fairly well known around the state among administrators and gained a reputation for veracity, dependability, and reliability. The things I said I'd do, I did." When the IFC was not able to respond adequately to a request for assistance, Dr. Hand's contacts throughout the state enabled him to put the requestor in touch with other resources that could help.

Dr. Hand also believes that he brought to the project the ability to conceptualize and to think systematically. This was his first project after receiving an Ed.D. degree in educational administration. He does not intend, however, to continue in the specialty of educational diffusion and dissemination, preferring administration, curriculum, and instruction at the local school level.

Shortcomings

Since the IFC was basically a staff operation, Dr. Hand envisioned the Council, whose members daily confronted practical issues of business and education, as being potentially helpful to him by describing the realities with which he had to deal. He also hoped they would promote the IFC project and otherwise heighten its visibility across Indiana.

Half the Council members were educators, most of them from towns and cities other than Logansport. The other half were local businessmen, a condition urged by the program officer in the U.S. Office of Education, in order to ensure that the project have considerable local input. The program officer also rejected the suggestion of adding a curriculum specialist from a university to the Council. Instead, he preferred a university person with some experience in marketing or distribution. Dr. Hand was never able to fill that slot.

Council sessions tended to be information sessions for the local people who were not educators. These members didn't feel qualified to advise on the direction of the project, so although the meetings were valuable, Dr. Hand felt he did not get the direction or criticisms he sometimes needed.

Despite his evaluation of the Council's role, it will continue for the second year of the IFC project as it is presently constituted, according to the application filed with the U.S. Office of Education for a continuation grant.

Another difficulty encountered during the first year was in spending the funds available. IFC was budgeted at about $170,000. By the end of May, Dr. Hand was projecting a surplus of $90,000.

In a letter to the U.S. Office of Education requesting an extension of time in which to spend FY 1975 funds, Dr. Hand cited four reasons for this unusual situation: (1) materials and information about D/D programs were unavailable during the first half of the year (presumably preventing IFC from conducting extensive awareness activities), (2) IFC concentrated on building awareness and credibility during the first eight months of the project (presumably less expensive than paying for training and other adoption costs), (3) conservative management of resources, and (4) local educational agencies did not exercise initiative as vigourously as expected in using IFC services and resources.

Although not mentioned in this letter, failure to hire a second professional staff member until late in the fiscal year contributed to the budget surplus.

Anticipated Changes

The application for the second year of funding for IFC indicates little change in the program. Initial awareness activities call for more mailings, a second round of the Flying Circus, and additional presentations to professional education organizations. IFC will arrange for D/Ds to present their programs at day-long workshops to be held at various locations in Indiana. Some educators will also be sent to D/D sites for a firsthand look at D/D programs. Three, possibly four, teams will travel out-of-state for training, so they can train personnel in 20-30 schools in Indiana in a turnkey training arrangement. IFC will underwrite the training of one curriculum specialist in specific learning disabilities programs for each of the 38 special education cooperatives in Indiana.

Through these various training arrangements, Dr. Hand anticipates negotiating installation plans with some 80-125 schools or school systems, according to the application for a second year grant that was filed in mid-April. Even taking the lower estimate, this represents a four-fold increase over the number of installations (20) he expected IFC to negotiate by June 30, 1975.

By carrying over the budget surplus from the first year's operations, Dr. Hand requested only $110,000 in new funds. Total funds available for spending in Fy 1976 will equal or exceed the $170,000 allocated for the first year.

Dr. Hand worked closely with personnel of the Indiana Department of Instruction although this relationship was not emphasized, and barely mentioned, in the first year's application. In the application for year two, coordination with the Department was elevated to an objective on par with other program objectives. He expects, as the objective states, to include Departmental personnel in IFC activities, wherever possible, and to encourage adopting schools to use Departmental services in planning and implementing installation plans.

Future of the Facilitator Concept

The above objective not only reflects the actual state of affairs as it developed during the first year of IFC, but it also anticipates the termination of funding under ESEA Title III, Sec. 306, and the possibility that funds for diffusion activities will be disbursed by state educational agencies under ESEA Title IV. It is hoped that the Department of Public Instruction will pick up the IFC activity and continue it on whatever scale they are willing to support. In Dr. Hand's opinion, however, the prospects of support anywhere near the level of current IFC funding are bleak.

If there were to be a phase-out resulting in no funds at all from any source for diffusion, Dr. Hand intends to build some strong adoptions in the state and use them as models to be copied by other school districts in Indiana, at their expense. He thought that parts of project programs could be copied rather than the entire program at much less cost.

In his year's experience as the Director of the Indiana Facilitator Project, Dr. Hand has reached some conclusions on the best way to affect educational change in elementary and secondary schools through the intervention of innovative projects.

He believes that the National Diffusion Network must decide where best to promote change in schools which are ready to change, or in schools where change is most needed. Often the schools which need change the most are not ready to accept it. Dr. Hand believes that the state facilitator projects are presently funded and will be evaluated on the basis of results rather than on energy expended. Therefore he has chosen to promote projects where there will be a ready response, rather than spending energy on schools preceived as being most needy.

IFC suggests that a state facilitator should work thourgh a "key person" in the adopting school system to be successful in having a D/D program installed. This person should be in a position of administrative leadership with decison-making authority; should be intimately familiar with the community — its needs, resources, and prediliction for change; and should be dissatisfied with present curriculum in the area addressed by the D/D program.

The key person should work to bring change about gradually. He or she should be able to recognize what is working well in the school and emphasize the continuity between things as they are and the change that is planned. The school faculty should be encouraged to suggest next steps and to move ahead gradually.

It is crucial, Dr. Hand believes, that the state facilitator have resources available to the key person at the strategic time. It does not make much difference how many resources are available, but how accessible they are. More good can be accomplished with $1500 spent at the right time, than with $10,000 given outright.

Finally, Dr. Hand believes a state facilitator can only do so much. The ultimate responsibility for implementing new curriculum remains with the key person. If an outside agency attempts to accept full responsibility for seeing that implementation takes place, it will probably occur on a superficial level, and will disappear when the outside agency leaves the scene.

6

michigan

Project INFORM

Westland, Michigan

Wayne County Intermediate School District, one of 36 intermediate school districts in the state of Michigan, in cooperation with the Michigan Department of Education, applied for and received Section 306 funds to support its proposed state facilitator functions. The Intermediate Unit represents 36 school districts in Wayne County (including the Detroit Public Schools), whose population ranges from wealthy supportive communities to poor school districts with low tax bases.

Wayne County has historically placed emphasis on introducing educational change and on developing an information system for promising educational practices. Two prior projects had been funded to accumulate materials and information on educational changes and programs in the County, and to disseminate that information to LEAs in the county. Thus, the Unit possessed some expertise, knowledge, and professional staff concerning the process and activities of educational dissemination and change.

Key Staff

The staff of the Michigan program, known as Project INFORM, includes four full-time professionals and four support personnel. As Director of Project INFORM, Dr. Clare Keller's overall responsibilities support three goals: to disseminate and diffuse promising educational practices, develop an information storage and retrieval system and to develop pupil and instructional modules of a management information system. Dr. Keller's background is in curriculum development and diffusion. Her Ph.D. dissertation dealt with diffusion and the utilization of a communication flow inventory in a school system. Her previous experiences include involvement with Michigan State's Elementary Intern Program, one of four model teacher training programs in the country.

Michael Syroupoulous had previous experience in the research department of the Detroit Public Schools, and a great deal of expertise in evaluation. He is the project's research specialist engaged in gathering support for project assumptions as well as one of the 3 liaison/linking agents. David Frankel comes from a background in instructional technology and information systems and is a liaison/linkage agent with additional responsibility for the project's information systems. Completing the team of liaison/linking agents is Beth Ann DeVaughn whose background and experience are in individualized instruction and administration. All staff have almost completed their Ph.D. work, with the exception of Syropoulous who has completed his Ph.D.

Conceptual/Theoretical Framework

The proposal writers had used the "producer-consumer model" as a base and, leaving the total conceptualization of the project up to the Project Director, developed 3 goals as a general framework for the project's activities:

(1) to disseminate and diffuse promising educational practices that have been validated nationally

(2) to develop an information storage and retrieval system

(3) to develop the conceptualization for a pupil and instructional module for a proposed management information system being developed by the state of Michigan.

Dr. Keller, as Project Director, was allowed much autonomy in developing a conceptual framework based on her background and knowledge. She and her staff spent their first few months consulting with experts in the field of diffusion and visiting other state facilitators. The Project Director also spent considerable time with people who had worked in two previous Wayne County dissemination projects. Incorporating all these sources of information and learnings, the project developed 22 research assumptions or hypotheses which are interrelated with the project's goals.

The following are representative of the hypotheses to be tested:

1. "For adaptation/adoption to occur successfully and have long term impact, the process must be legitimatized by community, administration, teachers, and students."

2. "It is expeditious to initiate change agent contact at the teacher level by utilizing the liaison and bridge in the system which have been identified through network analysis."

3. "Change agent contact with key communicators allows information to flow more efficiently throughout the social system because of the number of interpersonal contacts maintained by liaisons, bridges, and group members."

4. "Districts in Michigan who have been identified by other educational decision-makers and by a survey of decision-makers are likely to be the best candidates for adoption of validated projects."

5. "Initial dissemination activities, i.e., brochures, microfiche, etc. are not as important in the diffusion process as is personal negotiation and customer engineering with an LEA."

6. "There are levels of consumer awareness in the adaptation/adoption process each of which is important to final adaptation/adoption decisions and has varying strategies through which the change agents can effectively initiate change."

Thus, a model was developed so that the staff could, in fact, determine support or non-support of these assumptions and at the same time demonstrate their effectiveness in the diffusion effort and discover if necessary, a more viable method(s) than has been previously tested.

Project INFORM selected four LEAs as research sites in order to test their assumption, measure the success of their strategies, and test the effectiveness of a diagnostic tool they had developed, called "Network Analysis." The tool shows the communication flow of the educational community through various functions and identifies each participant's communication role in that function, i.e., group member, liaison, bridge, isolate, etc. The questionnaire was given to all members of the adopting school system shortly after in-service training occurred. At the same time, a short test measuring the awareness level of the system's personnel about the innovation being adopted was given. A follow-up awareness level test will be given after the innovation has been installed for several months.

The project staff utilized this information and maintained an active "external change agent" role in the district. Those persons identified as liaisons and bridges (people who have many communication links within the system) were designated as "key communicators." The external change agent then initiated and maintained close contact with those persons and made a concerted effort to give them complete and detailed information about the innovation selected by the school team. In some cases the key communicators were designated as internal change agents and given responsibility to make presentations to staff, parents, etc. about the innovation. After the innovation has been installed, an additional awareness level test will be administered to test the effectiveness of the diffusion by change agents.

Along the same lines, the project is attempting to determine what critical information various levels of decision-makers within a school system need to have in order to make program decisions. The goal of this analysis is to develop a retrieval system that can fulfill information requests, with responses geared to a specific decision-maker within the system.

External Communications

Seeing itself as a regional and state organizational linkage agent, Project INFORM established communication with various outside agencies and projects in order to insure that the communication flow would be effective.

Michigan D/Ds

Project INFORM attempted to develop an effective communication flow with Michigan D/Ds and to establish for themselves a position of support and service. Through a series of meetings with the D/Ds, the facilitator project explained its model and mode of operation and explored its viability in relation to the D/D projects.

As a result of these contacts it became apparent that the D/D projects had had many visitors and requests for information with no clearcut idea of the impact of the visits or the need for further information. In order to resolve this problem, D/Ds were asked to forward all previous Michigan visitor lists and previous and present requests to Project INFORM. INFORM staff made contact with these consumers to gauge potential interest and to offer facilitator services to aid in the adaptation/adoption process. INFORM staff also assisted Michigan D/Ds in preparing a short survey form for all visitors to their project. The form indicated future intent of the consumer as well as success of the awareness session in meeting consumer needs. This strategy resulted in: (1) many fruitful leads in locating potential adopters; (2) documenting previously unknown adoptions; (3) making consumers aware of facilitator services and assistance; and (4) assisting D/Ds to monitor the effectiveness of their awareness presentations and conserve their valuable time and energy.

Other D/Ds

Project INFORM wrote to all D/D projects requesting that they be notified of any request for information from Michigan. Thus, Project INFORM was able to provide follow-up assistance to the local district. The information request had a mixture of positive and negative responses. Some D/Ds were readily cooperative but others felt that their available resources were too limited for them to be able to respond.

In order to have needed project information from the D/Ds, Project INFORM also asked them to complete "Critical Data Sheets."

Michigan Department of Education

Project INFORM enjoyed a cooperative and mutually supportive relationship with representatives from the Michigan Department of Education. Representatives were involved in the early planning and conceptualization of the model and both parties continued to meet at least once or twice a month. State Department people have been very supportive of the dissemination-diffusion concept, have written it into the school plan, and are contemplating and pursuing legislative support for the future.

Institutions of Higher Education

In conceptualizing the model, Project INFORM utilized extensively the resources found at Michigan State University. Building on Dr. Keller's previous work with Richardson, Sirace, Wigard, and others in the field of network analysis/communication theory, Project INFORM continued to draw on these resources in developing their model and in providing staff training in communication and diffusion theory.

U.S. Office of Education

Project INFORM experienced a comfortable relationship with their OE project officer. Through quarterly reports and a presentation to their project officer, Project INFORM attempted to keep OE abreast of their ongoing activities.

National Diffusion Network

Project INFORM involved itself with an "informal network" of other state facilitators in seeking needed information and understanding. Early in the diffusion effort they also distributed to all state facilitators their completed and compiled critical data sheets on all D/D projects. Project INFORM has also been concerned that they share only those strategies and techniques that have been empirically validated.

Project INFORM found the meetings of the National Diffusion Network to be very beneficial at the interpersonal level and enjoyed the opportunity to "rap" with other facilitators. However, they felt that the National Network should expend more time and energy with the discussion and validation of viable diffusion techniques and strategies.

Operational Strategy

Based on the conception that innovation occurs in a social system over time, through channels, to the members of that social system and in order to develop such a network, Project INFORM knew that they first had to let people know they existed. On the other hand, there was concern over the possibility of creating so much attention that the project would not be able to respond adequately to all the requests. In designing and conducting its awareness/dissemination strategies a paramount question was constantly being asked: "How will these activities support the development of the 'network'?"

An awareness mailing was conducted early in September to school board members, superintendents, assistant superintendents of curriculum, federal and state project writers, and to special education specialists and directors. This mailing included a letter describing Project INFORM, and a card listing D/D projects and projects validated by the state of Michigan in clusters. The card was to be returned indicating interest in one of the clusters or a felt need for programs within the clusters. The project mailed 2700 of these packages to both public and private schools and, much to their own amazement, received a 40% response.

A decision was made, due to the fact that there are 8500 teachers in Michigan, not to conduct a teacher-directed mailing and instead to attempt to go directly to special interest groups. Between September and November, Project INFORM made presentations to the superintendents' boards of the 36 intermediate units, and at every Michigan conference held during that time period.

Having established a viable information storage and retrieval system containing all available data on funded and nonfunded projects, Project INFORM completed their Level One awareness activities by mailing to all respondents informational abstracts of all projects within the requested cluster(s). In order to distinguish "curiosity-seekers" from potential adopters, they included with the abstracts a card to be returned requesting further information about particular projects.

In order to conduct Level Two awareness activities, the Critical Data Sheets completed on each project were forwarded, along with project-specific brochures, to each person requesting further information. Second Level material, accompanied by personal and/or phone contact, were distributed to over 600 educators. Through personal conversation with the responding educators, Project INFORM staff reiterated their available services and, if the educator was still interested, made arrangements for personal contact with a school based team. Then, if further contact was desired, Level Three activities were initiated involving the technique of "custom engineering" to meet the specific programmatic needs of adopters.

The custom engineering process began with Project INFORM staff assisting the school to articulate its perceived needs. The school and INFORM staff together agreed upon identifiers which the INFORM staff could use to select appropriate projects for meeting potential user needs. This accessing was done several ways — demographically, statistically based on test results, etc.

Following this procedure, in-depth information (category sheets, curriculum materials, filmstrips, etc.) on one or several projects was presented to a local district team composed of representatives from all the educational components of the system, i.e., central administrators, principals, teachers, community members, etc. At this stage the facilitator staff member, through a variety of techniques, attempted to aid the team in selecting the project which would best meet the needs of the district. Once the selection of the most appropriate project had been made and the committee had decided to continue the process through to adoption, the two parties entered into the negotiation stage of the process.

Though general commitment criteria were negotiable and dependent upon the needs and resources of the individual LEA, Project INFORM required two non-negotiable items in its contract with the LEA. (1) A district must include in its onsite visiting team the following personnel: central office administrator, principal(s) of participating school(s), teachers of participating schools, Board of Education member and/or active community members, and students if applicable. Additionally, each team participant was required to submit a letter indicating anticipated goals and expectations of the onsite visit. Most of these requirements were applicable for participation in in-service training as well, with some exceptions. The central administrator, Board of Education member and/or community person were not required to attend the training sessions. (2) Before in-service training could take place a letter of support for the adaptation/adoption was required from each participant.

A rating scale was used at the point in the diffusion process when team members made a joint decision to adapt/adopt a project whether the decision is based on onsite observation or on an awareness presentation. The scale includes all the possible commitments which could be made by a district plus the commitment made by Project INFORM and the D/D. INFORM staff worked out (with each team) specific commitments. The scale was then rated via a point system, enabling the project staff to make specific district selections if the demand exceeded the resources of Project INFORM. An additional asset of this strategy was that it gave all participating parties an opportunity to clearly delineate resources before a contractual arrangement was made. This technique also served to legitimize the innovation by all of the educational community.

Upon the return of a team from either an on-site visitation or training, Project INFORM followed up with a contact to assess concerns, feelings, and future plans. The adaptation/adoption process is monitored by project staff at least monthly and assistance is provided when needed. The project also continues to receive evaluation data to assess the effectiveness of the adaptation/adoption and to determine if D/D project evaluation techniques and data can be applied to a replication.

The liaison/linkage agent's work with the four designated "research" districts is characterized by a very intense, ongoing relationship. The four districts are very different: one is an intercity district, one a growing large suburban district with a large amount of discretionary money, one a small suburban rural community, and one an even smaller rural district. Each district adopted different programs and the goal of Project INFORM's research was to explore some things about change agent contacts, communication networks, network analysis, etc. Using the Network Analysis diagnostic tool, the agent identified and utilized the persons in a school system who were seen by their colleagues as key communicators, bridges, linkages, and islets in promoting educational change. Several findings of significance about the communication network for innovation may prove to explain why it takes so long for educational change to occur.

In conclusion, Project INFORM has been involved in the adaptation/adoption of 16 different projects with 40 different adopters. Two Michigan D/D projects, one dealing with special education and mainstreaming and the other in the area of early childhood education, generated a great deal of interest and activity. Project INFORM staff was not comfortable concentrating on several specific D/D projects and wanted to generate more widespread activity, but at the same time was concerned about the limited resources within each D/D project.

The project avoided using its own staff as trainers for several reasons. However, good Michigan adaptation/adoptions were used as demonstration sites for potential adopters.

Evaluation

Data collection by project staff in the conducting of project activities has been nominal or ordinal.

Those activities dealing with the identification, storage, and retrieval of information about nationally identified D/D projects were measured in terms of whether or not a user can retrieve data from the data file in forms such as computer print-outs, displays on cathode ray scopes, or other suitable means. Evaluation involved judgment by experts of scheme and mechanism.

The development of instruction and pupil modules of the management information system were measured by the user's ability to recognize the place of the pupil and instruction modules in a K-12 educational management information system and use the operational instruction module for information purposes. Evaluation involved the acceptance of the modules by "experts."

Dissemination-diffusion activities were measured by user (consumer) implementation onsite in a decision-making mode. Evaluation was in terms of the number of positive decisions to implement after the project activities were conducted.

Project INFORM is presently attempting to complete their research findings for their first year and to demonstrate support or non-support of their 22 assumptions. They also are analyzing the statistics on the communication network studies, the adopting districts' characteristics, and the change agent's district contact to arrive at some commonalities across sites and adoptions.

Strengths

Project INFORM's staff feel that they have succeeded in establishing an effective network of large, cross-sectional representation throughout the state. The staff also feel they have created a position, not of selling, but of having a service to offer that the facilitator controls.

The adoptions facilitated by the liaison agents were relatively inexpensive, legitimatized by all elements of the system and supported by strong commitment from the adopters.

Another strength of the project is its operational approach which allows for systematic feedback and modification based on that feedback. It is seen as very valuable by the project staff, because such an approach provides new learning for future activities and thus strengthens the operation.

Shortcomings

Project INFORM sees two areas in which the project has demonstrated weakness or fallen short. The first lies in the exorbitant amount of time and energy expended by project staff in the development of the network. The second area of concern is the size of the project staff in relation to the tremendous commitment demanded by a facilitator project of this scope and size.

Anticipated Changes

To overcome these two areas of weakness and to further strengthen the facilitator operation, the project staff has involved itself in the development of a state and national plan for diffusion operations in the state. A discussion of this plan can be found in the section that follows.

For the immediate future and during the second year, Project INFORM intends to direct a larger portion of their dissemination activities towards the teacher level of the educational community.

Because the major problem with any information system is keeping it updated, Project INFORM is making plans to computerize its retrieval system. The project staff in developing the computer feasibility plan, will use both inside and outside consultant assistance in this effort.

The dissemination/diffusion of D/D projects will be redesigned to incorporate research and staff field experiences during fiscal year 1974-75. Dissemination/diffusion training of developer-demonstrators, state department of education personnel, and interested local educational agencies will be seen as an integral part of the statewide diffusion effort so as to maximize statewide and national knowledge acquired by project personnel.

In order to provide a forum for gathering research and field experiences of other state facilitators; and to offer training by leading diffusion experts, Project INFORM will also plan and conduct a national seminar on innovation and change in education. Michigan Department of Education personnel, outside consultants, and project staff will cooperatively develop the content of the seminar. Along this line, project staff will also compile research and field experience findings in booklet form for distribution to interested educators.

Finally, using project research findings, other studies, and staff field experiences, project personnel and appropriate consultants will develop an educational change model for use in fiscal year 1975-76. To support this model, individual project staff will be assigned as liaisons to various state professional organizations. Requests for presentation of the project to members of these groups will be made by liaison contact. Appropriate project staff will also be assigned individual local districts for liaison contact and based on the statewide survey of administrators on critical data items necessary for program decision, they will design new dissemination materials using the results of this survey.

Future

Project INFORM staff have involved themselves in planning for the future of the facilitator project. The staff envisions and sees as a positive direction, the eventual move of the facilitator functions to the Michigan Department of Education. They have in fact developed a state plan and a national plan for the future operation within the state. Some ideas contained in the future statewide Dissemination/Diffusion Network include:

1) The Michigan Department of Education will serve as the primary monitor and coordinator of the total network.

2) The state facilitator site will serve as a regional and state organizational linkage agent so as to maintain effective communication flow. On-going monitoring of regional diffusion efforts will also be the responsibility of the state facilitator. The state facilitator will coordinate dissemination activities, instruction, training, technical assistance, and staff development for the Field Diffusion Centers and the D/Ds.

3) Incorporated within the structure of the state facilitator will be the operation of Field Diffusion Centers. These centers will serve as an essential regional linkage agent to maintain liaison with demonstration sites and clients within certain geographical locations. A major activity will be the interpersonal contact with potential adapters/adopters identified through the state facilitator dissemination activities.

4) The demonstration sites, mentioned above, are the locations of the validated programs which are to be diffused. The site's major responsibilities involve the development of dissemination information; design of well-conceived onsite demonstrations to potential adapter/adopters, in-servicing of adapter/adopters, and technical support as required.

Project INFORM staff, in order to support the development of this plan, has worked to establish effective contact with legislators, State Board of Education members, and State Department personnel. In addition to meetings, both formal and informal, adapter/adopter letters of support have begun to be sent to state legislators.

7

kentucky

Kentucky Statewide Facilitator Project

Frankfort, Kentucky

The Kentucky State Facilitator Project grew out of an existing regionalized Title III effort within the state which had dealt with dissemination and diffusion since its inception in 1965-66. There are eight Title III regions in Kentucky, each comprised of from 24 to 36 school districts, for the purpose of developing innovative programs on a regional basis. Dissemination/diffusion has always been built into program proposals at the regional level. Thus dissemination and diffusion are old terms within the Kentucky educational community, used easily and accurately by many, and the state facilitator project was essentially an outgrowth of the in-state dissemination/diffusion efforts among these Title III regions.

The concept of regionalization in Kentucky evolved out of the limited initial funding of Title III and the consequent need of participating districts to cooperate and share programs in order to maximize their return on the available budget. In the nine ensuing years, Title III has become one of the most organized and effective educational efforts within the state. State-wide, 50 projects have been identified for in-state dissemination/diffusion, all of which were locally developed within the Title III regions.

The total state budget for the Title III program is about $1,627,000, of which $150,000 is earmarked for the statewide staff and the remainder for program development within the eight regions. Each of these regions is staffed by a director and from 5 to over 20 professional and support personnel, and the shortest tenure of any of the Title III regional directors is about 5 years. At the statewide level, the Title III office in Frankfort has five professionals who serve full time: a state coordinator, an evaluator, a program supervisor, a disseminator, and a fiscal officer.

When USOE first requested applications for state facilitator projects early in 1974, the Fiscal and Program Officer of Kentucky's Title III office was Lawrence W. Allen, an educational administrator who had been involved with Title III in various capacities for about six years. Larry Allen had been with the state's Title III office since 1972, and prior to that had worked as a 306 project director in Tennessee where he had first become aware of dissemination and diffusion as operational concepts in education.

Since Larry Allen had been heavily involved with the in-state dissemination/diffusion effort among the state's Title III regions, he was interested in pursuing a similar program for the dissemination and diffusion of out-of-state projects and agreed to write the 306 application for the Kentucky State Facilitator Project. In preparing the proposal, Larry assumed the leading role while seeking considerable input from "everyone I could think of." He consulted the state Department of Education planning and research staffs, all of the regional Title III directors, local district superintendents, and others, and on October 25, 1974, submitted a $130,972.00 application to establish the state facilitator project in Kentucky. Four other proposals for 306 funds were also received, but the facilitator project received priority rating from the state Title III office and was subsequently funded in the full amount of the application.

At the time of the proposal, Larry Allen had no intention of pursuing the facilitator position himself and, consequently, had no idea while writing the proposal that he would eventually be the state facilitator. Having worked with Title III in Kentucky for several years, however, Larry had become well known among the state's educators and had experienced considerable success in dealing with the state's more parochial and traditional superintendents in the in-state dissemination/diffusion effort. He had also maintained his close contacts in Washington and, when the proposal was funded, the state Title III coordinator considered him somewhat of a "natural" for the position and offered it to him. Although he initially refused, he eventually accepted the offer and has since become virtually a one-man state facilitator project in Kentucky.

Key Staff

Since its inception, then, the Kentucky State Facilitator Project has been largely a one-man operation which centers on its project director, Larry Allen. Educated at Morehead State and the University of Tennessee, Larry is a charismatic and political individual who does most of the initiating and is responsible for virtually all of the decisions. He is very knowledgeable of the state and of its people, and is in regular contact with district superintendents, principals, the regional Title III directors, and the Title III office in Washington. Larry's professional interests center on organizational development and interpersonal relationships in education.

Larry Allen also serves in two other capacities while handling the facilitator project. He is responsible for all in-state dissemination programs for Title III, and he also handles all fiscal work and grant writing for the state Title III effort, although these latter activities have consumed less of his time as the facilitator project has developed. Thus, on the operational level, there is not much differentiation in Kentucky between in-state and out-of-state projects for adoption other than the fact that one is funded by state Title III funds and the other by 306 funds. In actuality, Larry Allen handles both, and decision-making (matching developer/demonstrator projects with identified local needs) is shared by the facilitator and the regional Title III directors, although Larry has ultimate control of the decision-making process.

In addition to the project director, the facilitator project staff consists of two other members — a full time assistant director, Larry Davis, and a full time secretary. Larry Davis operates out of Bowling Green, the LEA for funding of the facilitator project, running the regional resource loan center which provides support data for teachers and planners. He is a librarian who was trained at Western Kentucky University and whose specialties include cataloguing and office procedures, as well as information retrieval. In the facilitator project he is, according to Larry Allen, "the information sorter, store, and everything else." As information is received about developer/demonstrators, Larry Davis catalogues it for easy access when information requests are received from school districts seeking to meet particular needs. Larry Allen is also training his assistant in administrative and interpersonal skills so that he might be able to assume the directorship of the facilitator project should the contingency arise in the future.

While the staff is small for a statewide effort, Larry Allen is in the position of being able to call upon the state's regional Title III offices for additional support, and he does so frequently. By using the regional directors as his liaisons between developer-demonstrators and potential adopters, the facilitator figures that he has the equivalent of at least two additional full time staff members at his disposal, a situation which he consciously reinforces by boosting the Title III effort in his contact with district superintendents. From the outset of the facilitator project Larry believed that the state education department was not properly equipped to handle innovative programs, but that the regional Title III offices had proven their worth in that respect. By actively reinforcing this opinion to the superintendents whenever possible, the facilitator has been able to insure that educational innovation in Kentucky will remain in the province of Title III and continue to operate through the Title III regions throughout the state.

Operating Style

The entire project is based on personal contact, usually between Larry and one or more of the project participants, and he does as much of the work as he can himself in order to "keep on top of it." Since most of the contact is personal in nature, there is not much paper flow and very few forms or directives have been generated. Larry freely admits that he would rather get in his car and drive 100 miles to meet with a superintendent than to talk with him on the phone or send him a letter, and from this preference has evolved a very "people-oriented" linking effort in Kentucky. There has been very little formal correspondence between the facilitator and either the people in state or the members of the national network out of state. Almost every aspect of the project has at its root direct personal communication, in most cases between the facilitator and other people.

Conceptual/Theoretical Framework

To meet the objective of diffusing innovative educational projects in the state of Kentucky, the Kentucky State Facilitator Project relies upon the change model outlined by Everett Rogers in his study, Diffusion of Innovation (Free Press of Glencoe, New York, 1962). The model lists as the steps of change the following:

1. Awareness. Before a school district can implement an innovative or exemplary program, it must first become aware that the program exists. The awareness activities can include educational fairs, articles in professional journals, personal contacts, or other such activities. The awareness step is designed to provide information about the existence of innovative or exemplary programs.
2. Interest and Evaluation. The interest and evaluation step is characterized by a search for further information about the innovation. More information is sought and upon this information an evaluation of whether to try the innovation or not is made. Activities could include on-site visits, receipt and review of in-depth awareness materials, group discussions about the degree to which the innovation meets local needs, and a decision to enter a trial step.
3. Trial. During the trial step, the innovation is tried or tested on a limited or trial basis. The trial may be limited to one classroom in an entire system.
4. Adoption. The adoption step is completed when the innovation is diffused throughout the school system.

External Communications

D/Ds

Contact between the facilitator and the various developer-demonstrators is largely informal and verbal, and very little written communication takes place. At the outset of the project, the facilitator saw little need for involving himself in information gathering, but relies instead upon the network process to fulfill his informational needs in this area. Contact is initiated when materials are received by the assistant director from the developer-demonstrators, and is continued only after interest is expressed in a given project by a potential adopter. The facilitator, however, has made contact with most of the developer-demonstrators at some time or another, and he can now pick up the phone and call almost any of them and be recognized.

State Department of Education

Larry Allen describes himself as being "basically very independent of the State Department," relying instead upon his continuing relationship with the state Title III effort for support of his dissemination/diffusion activities. Thus the state facilitator is in the position of dealing almost exclusively with regional and local organizations rather than with the State Department, although he does have certain minimal contacts with the latter. He assisted, for example, in the formulation of the new state Title IV plan, and the advisory council to the facilitator project includes a member of the State Department.

U.S. Office of Education

Larry Allen's relationship with USOE stems from his six years of involvement with Title III. It is a close and congenial relationship which he carefully developed and continues to cultivate and, as with most others, is almost exclusively verbal and personal. He talks with someone at the Washington Title III office at least once a week, and relies upon their support of his dissemination/diffusion activities.

National Diffusion Network

Larry Allen is one of the more active state facilitators, very supportive of the national network yet somewhat detached at the operational level. He sees himself as being somewhat analogous to an umpire in this respect — having absolutely no control over network activities yet extremely interested in them. This observation is somewhat misleading, however, since he played a rather active role in bringing participants together to discuss mutual concerns, specifically at a meeting which he planned and implemented in Louisville in May. The purpose of the meeting was to discuss ways in which the facilitators might be able to influence legislation on the national level, and Larry Allen assumed the leadership role in organizing the conference. Again, very little written communication takes place, but the facilitator feels that in assuming the role which he has within the network he is someone whom other facilitators know well and can call upon when the need exists.

In summation, virtually all external communications by the Kentucky facilitator have been personal and oral rather than written and are, for the most part, undocumented.

Operational Strategy

In operationalizing the facilitator project as outlined in the funding proposal, four objectives were established which corresponded to the steps in the change model which was to be the theoretical framework of the project:

Awareness

The awareness objective was to establish and operate an information system with the capability of receiving, storing, reviewing, and disseminating developer/demonstration project and other related information. This task fell largely to the assistant project director, Larry Davis. As material was received about the developer/demonstrators, it was sorted and categorized and filed in the resource library which Larry Davis maintains in Bowling Green. Following the needs assessment of a local school district, a request was placed for information about what kinds of certified projects might meet this need, and the entire file sent to the superintendent of that district for his inspection.

Originally, the facilitator had intended to include broad scale awareness conferences in the operational strategy, but decided instead to divert whatever funding would be needed for such conferences to on-site visitations following the needs assessments. This strategy, he felt, would discourage superintendents from flocking to the more attractive projects without having to first demonstrate that their district did, indeed, have specific needs in a specific area. In this respect, the stated objective did not specifically address the awareness step in the conceptual framework of the project which called for the dissemination of information about the projects which were available. That particular concern was addressed after the second step, interest and evaluation, had been completed.

Interest and Evaluation

The Kentucky facilitator had decided during the formative stage of the project not to attempt a specific local needs assessment, but to rely rather on existing evaluative information which had been generated over a four year period in a statewide needs assessment program for local use. The specific trial/evaluation objective of the project had been for the facilitator, his staff, and technical assistants to assist fifteen school systems in defining their needs in terms which, when possible, could be related to developer/demonstration projects.

The recognition of the need for innovative programs in Kentucky had its beginnings in a 1970 study by the Kentucky Department of Education entitled The Kentucky Needs Assessment Study, Phase I. In order to determine the general educational needs within the state, survey instruments were distributed to 4,657 public school personnel and 2,702 members of citizens groups. This study was followed, in 1972, by *Phase II: Learner Outcomes*, which listed the cognitive needs, affective needs, and psychomotor needs for grades four, eight, and eleven, and by a third phase in 1973 designed to expand on this study and to include needs assessments for other grade levels.

The major result of the assessment program was a realization by citizens and educators that some new approaches to learning were needed for the educational process to be truly universal in the state of Kentucky. The design of the assessment was such that needs could be pinpointed on state, regional, and local levels, and the facilitator project was the vehicle by which the state had attempted to meet at least some of these needs.

With a comprehensive needs assessment already completed, Larry Allen was able to develop an alternative strategy for matching developer-demonstrators with local needs. This strategy involved a survey instrument which was distributed to all district superintendents in the state and which was returnable on a strictly voluntary basis. The survey asked each district to list, in order, the five highest priorities of program areas which would be beneficial to that district and to cite data which led to the establishment of these priorities. Data could be national priorities, state assessment, regional assessment, or local assessment. The priority ratings were due at the facilitator's office by September 1, 1974.

These priority lists were accepted at face value by the facilitator. The theory was that each district would be required to justify their priorities to at least a minimal extent, and that even if there were little basis for their determinations, the local districts would pursue their own interests and thus would require assistance in these areas. As the responses were received, a more direct awareness phase was implemented in which the assistant project director, Larry Davis, accumulated as much information as possible about developer-demonstrators in a variety of areas for use by the facilitator in matching validated projects to identified needs.

All superintendents who responded to the priorities request were personally contacted, in most cases by members of the regional Title III offices in the state. The facilitator and the personnel in those offices then referred to the list of developer-demonstrators, compared them with the needs listed on each of the returned lists, and themselves made a determination about which developer-demonstrator project or projects would be suggested to the superintendent of that district as being most likely to meet the identified needs.

It is important to note that at no time in this early stage did the people at the school level or the district level receive information about particular developer-demonstrator projects: what they were, what their titles were, or where they were located. Thus the survey process acted as a weeding out process of sorts, and specific information about validated projects was forwarded to the superintendents only after the priority lists were received. Only after they had identified the specific needs of their district did the superintendents actually complete the awareness phase of the project.

As the alternatives were presented, these superintendents had the option of deciding which, if any, of the suggested developer-demonstrators might best meet one of their priority needs. Continued dialogue occured, others in the district were involved and, if enough interest in a given project was generated, the superintendent would have the option of arranging for on-site visitations to the developer-demonstrator or, if more than one district expressed an interest in the same program, of arranging for representatives of that program to be brought into the state.

Since Larry Allen is responsible for the dissemination and diffusion of both in-state and out-of-state programs in Kentucky, the described matching process was not limited to validated Title III developer-demonstrators. If it appeared that one of the programs developed in Kentucky by the state Title III regions might serve an identified need, that program was included as one of the options presented to the district. Neither was the mailing to superintendents. As others heard about the program and expressed an interest, they were asked to fill out the priorities list and the procedure, for them, was begun at that point.

The stated trial objective of the Kentucky facilitator project was that the facilitator, his staff, and technical assistants provide resources — both financial, in terms of funds for visitations and implementation, and human, in terms of technical assistance for implementation — to at least ten school systems adopting a developer-demonstration project. Indeed, the project spent the major portion of its funds on simple transportation and expenses to take educators in the state out of state to visit developer-demonstrators or to bring developer-demonstrator representatives into the state.

Of the $130,000 budgeted for the facilitator project fully 30%, or about $40,000, was earmarked for on-site visitations and another 23%, or about $30,000, for implementation and adoption. Each of the Title III regions in the state were told that the facilitator would make available $8,500 as a tentative allocation for the school districts in that region, and each visitation request was negotiated on an individual basis with a given district as to the number of people who would participate, who they would be, and how much would be spent.

In setting up an onsite visitation, it was specified that three levels should be represented from each district participating — the administrative level, the building principal level, and the classroom teacher level. In order to arrange the visit, the superintendent was asked to fill out and submit a one page utilization plan which asked him to cite the rationale for the visit; list the members of the visiting team and their positions; identify the specific objectives of each member of the team; and state what would be done with the information gathered. Upon completion of the visit, the superintendent was asked to submit a follow-up report which asked the district — on the basis of the objectives they had set for themselves — what they had accomplished and whether or not they planned to adopt or adapt the program.

While not required by the state facilitator, several of the superintendents extended the process a step further by reproducing the follow-up questionnaires and distributing them to other members of the visiting team for their own evaluations, thus providing additional feedback about the potential of the project in that district. As of mid-1975, some 62 school districts had been involved in out-of-state visitations to Title III developer-demonstration sites, although the first visitation (to St. Paul Open School) did not occur until December, 1974.

In the Kentucky dissemination/diffusion effort, then, the emphasis was placed on a modified awareness phase, i.e. the visitations to out-of-state demonstration projects which had been selected on the basis of identified needs which the districts themselves had prioritized. No emphasis was placed upon any particular developer-demonstrator or on any cluster of projects, and the process seems to have followed quite closely the theoretical framework outlined in the funding proposal.

The facilitator service is not limited to public education within the state. There are three Roman Catholic dioceses in Kentucky which operate parochial schools — Owensboro, Louisville, and Covington — and it was the responsibility of the regional Title III directors from those particular regions to solicit their involvement in the facilitator program. Thus parochial school participation has been an integral part of the facilitator project from the beginning, although no other private schools have yet become involved. Additionally, one of the members of the advisory council to the project is an assistant superintendent with the Covington Diocese.

Adoption

The adoption objective of the Kentucky facilitator project was, in effect, included in the trial objective, i.e. to provide resources, both financial and human, to at least ten schools adapting a developer/demonstrator project. Following the visitation, arrangements were made with the developer-demonstrator for training, training which was paid for by the facilitator. Following this training program, in most cases, adoption takes place, and the facilitator plans to use the adopting schools as demonstration sites for other interested schools as the program becomes integrated into the school system. As of mid-1975, three of these trial adoptions were operating in Kentucky, and eight or nine other school districts were either being trained or waiting to begin training sessions for adoption. The facilitator predicts that, by August, fifteen to twenty actual adoptions will haven taken place in the state.

In actuality, the adoptions in Kentucky are, in the words of the facilitator, more aptly termed adaptations. Larry Allen believes that the only way to assure local continuation of an adopted innovative program is for that program to be modified as needed to most effectively meet local needs.

The final objective of the Kentucky facilitator project was that the project staff involve State Department of Education staff in at least four meetings of an Advisory Council to be composed of a representative of the State Superintendent of Public Instruction and representatives of the Bureau of Instruction, the meetings to be scheduled as needed. The stated purposes of the Advisory Council are 1) to advise the project staff of processes and procedures that appear most appropriate to Kentucky and 2) to maintain close contact with the State Department of Education and LEAs. The composition of the nine-member council was included in the funding proposal and has served the advisory function intended.

Evaluation

The funding proposal for the Kentucky facilitator project called for two evaluations by an independent evaluator: an interim evaluation in January, and a final evaluation in June. Since the first visitation by Kentucky educators to an out-of-state project did not take place until December, however, no interim evaluation took place and the final evaluation was scheduled to be completed by mid-summer, 1975. The evaluation procedure was to be an informal one, no formal mechanism having been designed. When asked about the possible usefulness of the final evaluator's report, the facilitator speculated that it would contain nothing that he didn't know, since he and the evaluator are close friends who discuss the project at least every other week. Rather than relying on this summative evaluation, then, Larry Allen places his emphasis on formative evaluation consisting of continual self-evaluation and feedback from program participants, an undocumented and continuing evaluation which he says he "carries around in my head."

Strengths

Larry Allen sees as the main strength of the facilitator program the fact that more schools than he originally anticipated have become involved in the program in one way or another, and that much more was accomplished with the funds than he originally thought would be accomplished. He is satisfied that the program reached many educators in Kentucky and that every day more and more of them are expressing an interest in becoming involved. He feels that the greatest strength of the program lies in the process itself and the way that his person-to-person approach has generated the interest that allows

Kentucky educators to travel and become exposed to new ideas. Any adoptions, he feels, are merely bonuses.

The facilitator also perceives himself as a strong link in the project, and he is happy that he has been able to meet and work with as many people as he has. In this regard, he feels that he had the advantage of being well known in the state at the outset of the project, and that his personal style may have overcome potential reservations about the project that someone not known in the state might have encountered among some of the more parochial superintendents. He also sees his use of the state Title III regions as a strength, as well as the fact that the facilitator project was so easily plugged into the pre-existing system of in-state dissemination and diffusion.

Shortcomings

Larry Allen sees his own limitations as the prime weakness in the Kentucky project, particularly his inability to accomplish all of the things that he had set out to do. He feels that there are a lot of things within himself that he would like to improve upon, and that the process itself should be refined somewhat in order to insure that all out-of-state trips are fully justified and productive.

Anticipated Changes

The Kentucky facilitator sees no major changes taking place in the process of determining who goes where on the visitations. Rather than changes, Larry Allen sees a natural, ongoing expansion and refinement of the project itself, ranging from the addition of a bookkeeper to his staff to the eventual use of adopting schools as training sites for other adoptions.

The facilitator would also like to see existing developer-demonstrators brought into the state to validate adoptions, and to have those adoptions used as demonstration sites themselves, both for Kentucky and for other states. Arrangements have also been made to provide ongoing technical assistance to adopting schools, either by the developer-demonstrator themselves or, for the more complex projects, by staff members from one of Kentucky's state universities who have been identified by the developer-demonstrators. These consultants will work on a fee basis and be paid with funds from the project, which Larry Allen hopes will increase by about $50,000 next year.

Future

The Kentucky facilitator envisions that the concept and function of the state facilitator in his state will not be much different in future years than it is now. He hopes to see the pool of available developer-demonstrators continue to expand, and the national process refined so that state facilitators and the national coordinators are in better and more frequent communication about how many projects are available at any given time and what they are. He sees the need for a more coordinated network of some kind which would serve as more of a linking agent than the current diffusion network does.

Generalizations

Larry Allen sees a distinct need for organizational and interpersonal development within the National Diffusion Network in order to better facilitate the diffusion, dissemination, and adoption of innovative educational programs. He emphasizes process over product, and believes that exposing LEA personnel to educators doing something differently is far more important than any adoptions which may or may not take place.

In extrapolating what he has done in Kentucky to the national network level, the facilitator believes that anyone attempting to perform a function similar to his must have a thorough knowledge of the region in which he is working and of its people, and that he must build a trust level among the educators with whom he will work. He feels strongly that those in the National Diffusion Network must get together to make decisions about what facilitators and developer-demonstrators can and cannot do, and that when those kinds of determinations are made and the issues confronted, a serious effort should be made among the network participants to influence legislation at the national level which will lend support to their efforts.

California State Facilitator Project

Chico, California

Dr. B. Keith Rose, executive director of the Northern California Program Development Center of the California State University at Chico got a head start in filing an application for the state facilitator grant. On January 24-25, 1974, an on-site evaluation team had gathered at Chico to review the activities of the Program Development Center which was administering two Title III programs. Participants included: Lew Walker, program officer from the U.S. Office of Education; Dr. John Schaeffer, Area II Administrator, California State Department of Education; and William Caven, Assistant Superintendent, Butte County Schools Office, which served as the LEA for Title III grants.

During this visit, Mr. Walker brought up the plan of the U.S. Office of Education to fund state facilitator and developer-demonstrator projects, and the group discussed the general idea — its promise, its shortcomings. The talk came around to speculation on who would apply for a state facilitator grant in California and Dr. Rose indicated some interest. The Program Development Center — and Dr. Rose and his staff personally — had considerable experience in the process of introducing innovative educational programs to schools. The Center was originally established in 1966 as a supplementary education center with ESEA Title III funds. It was known then as the Northern California PACE Center. In 1972, California abolished its PACE centers — it had established 21 altogether — but the one in Northern California, Dr. Rose's organization, changed its name, altered some functions, and successfully sought additional funding from sources other than Title III. It is the only center of the 21 to have continued its existence.

The principal program functions since its transition to a Program Development Center are:

- program planning and development for elementary and secondary schools in 14 counties in Northern California.

  The service area constitutes about 1/5th the state in size; about 1/50th the state in population. One county has 4,000 square miles and 2 people per square mile, with the death rate greater than the birth rate.

- Special education, emphasizing the "mainstreaming" of children with special learning needs.

- pre-school reading programs

Considerable attention had been paid by Center staff to the challenge of developing and diffusing programs in areas such as migrant education, reading, and attitude assessment. The Center cooperated with the California State Department of Education in its program to select 10 outstanding Title III programs annually and disseminate those throughout the state through various kinds of awareness activities. In the 5 years the Department has been conducting this program, 4 programs developed by the Center were chosen for dissemination.

When the U.S. Office of Education published the Request for Proposal in early 1974, officially announcing the competition for state facilitator and developer-demonstrator project grants, Dr. Rose appeared at the California Department of Education and presented a brief outline of his ideas for diffusing educational projects. He was encouraged to develop a proposal. About a week later, he returned with a rolled-up chart 20 feet long containing amplification of his basic proposals and unwound it across the desk of a Department official. Again, the response was favorable.

Even with such Department approval, Dr. Rose sought wide spread support for his state facilitator proposal to convince U.S Office of Education officials that the experience of the Center warranted its being awarded the grant.

On March 13, at Modesto, Dr. Rose presented the outline of his proposal to the first training conference for members of the monitoring and reviewing team, sponsored by the California Department of Education. It was a particularly important audience, made up of people who were part of a larger Departmental effort to plan, implement, validate and disseminate innovative projects focusing on California's educational needs. They were well-versed in diffusion strategy. That afternoon, Dr. Rose talked with top officials in the Department, including the state Title III director. The following two days, he discussed the proposal with participants of a two-day EHA Title VI-B health screening conference attended by 14 professional and lay representatives from a wide geographic area. All persons contacted provided input and were listed in the project application as supportive of the proposal.

The application also included the names of:

- 41 individuals, most of them superintendents, in the counties served by the Center, all of whom expressed "enthusiastic" support for the project.

- 20 professors and administrators at colleges and universities throughout the country who had assisted the Center in diffusing the exemplary programs identified and packaged with funds made available through the matching grant from Phi Delta Kappa and the U.S. Office of Education.

- 53 educators who had written statements of support for the Center in early 1973 during an assessment of the Center's program. They represented local, state, and national educational agencies.

The Center's application was filed on April 11, 1974, about 4 weeks after Dr. Rose's initial visit to the Department of Education, and 10 weeks after the preliminary discussions at the Center in January. The U.S. Office of Education awarded the Program Development Center a grant of $164,000 to perform the state facilitator function.

Key Staff

Dr. B. Keith Rose, director of the Program Development Center, assumed the directorship of the state facilitator project. Half of his time was divided between these two positions and he devoted the other half of his time to professorial duties. All the program development and attendant dissemination/diffusion activities engaged in by the Center had been organized under Dr. Rose's leadership. When the original center was established in 1966, he had been tapped to be its executive director and he took a leave of absence from his post as associate professor of education at the University of California at Chico. Prior to assuming this post, Dr. Rose had held positions in Indiana as teacher, principal and superintendent. On the national scene, Dr. Rose had been instrumental in arranging a matching grant between Phi Delta Kappa and the U.S. Office of Education, each contributing $25,000 to the Center for the purpose of identifying, packaging, and marketing exemplary educational programs throughout the country.

The day-to-day operation of the program was handled by Dale Thorsted whose official title is Program Disseminator. Mr. Thorsted was a member of the original Center staff. He had left to manage a learning disabilities project in Shasta County, Northern California, and returned to the Center in 1974. He was the only full-time professional staff member of the state facilitator project. In addition, two part-time consultants were employed. Dr. Carroll Lang, professor of school administration at the University of California at Northridge, served as the contact person for educators in Southern California. His work included promoting the adoption of D/D projects, and arranging awareness sessions and workshops. He spent one-quarter of his time on this function. The other consultant was Jack Ward, who acted as liaison between the project and the California Department of Education, working half-time on this project. His duties were to keep Department officials informed, involve them in awareness sessions and other project activities, and otherwise coordinate the activities of the Department with the facilitator project. He also provided assistance to potential D/D projects to prepare for diffusing their programs.

The project employs one full-time secretary, and other secretaries are "on-call" if an emergency develops.

Conceptual-Theoretical Framework

In the project application, Dr. Rose proposed that the state facilitator for California coordinate and blend three diffusion programs that otherwise would operate separately. He had in mind, first, the diffusion program the Program Development Center had devised with the joint grant in which six exemplary programs were identified and diffused throughout the country through a network of university people. Second was the diffusion phase of a comprehensive program being organized by the California Department of Education to generate "promising practices." And finally, the third program was the diffusion of developer-demonstrator projects to be funded under Section 306 of ESEA Title III, the same source as for state facilitator projects. The total budget sought was $290,391, the amount allocated to California under the formula apportioning Sec. 306 funds.

The project called for a minimum of 100 school districts (8.3% of the total) to adopt exemplary programs from whichever source met their needs. Dr. Rose intended to organize a network of regional facilitators that corresponded to the six educational service areas established by the California Department of Education. Another objective stated that 15 exemplary programs, developed and field-tested in California schools, were to be identified and disseminated.

Dr. Rose flew to Washington to negotiate, he thought, the final details of the contract. "What I found out in Washington caused me to come away staggered," Dr. Rose said. "We really did not understand those guidelines." What disturbed him was a reminder from the staff at the U.S. Office of Education that state facilitators could only support the diffusion of those programs approved by the Dissemination Review Panel. He could not spend grant monies diffusing either the Phi Delta Kappa programs or California programs. The only California program validated by the Dissemination Review Panel at that time was Project IDEA program for preschool deaf children.

Dr. Rose returned to California with the task of submitting a revised work statement and budget, which he completed on October 25, 1974. By January 1, 1975, the state facilitator project would identify a minimum of six "approved" programs (those passed by the DRP). These programs, according to the revised work statement, had to be (1) readily available for adoption, (2) of interest to a significant number of districts, (3) compatible with other California programmatic thrusts, and (4) feasible in terms of time requirements and cost constraints. The state facilitator would "disseminate" these programs to at least 20 to 30 school districts (considerably less than the 100 school districts originally proposed). This would lead to the adoption of each program in at least three school districts. So, the minimum number of adoptions projected under this strategy was 18. The state facilitator would devote approximately 80% of its resources on this endeavor.

It was recognized that some school districts might have needs that would not be met by the six selected programs. Therefore, the state facilitator would distribute materials on all programs and assist school districts with "unique" needs to adopt other approved programs. This phase, it was estimated, would involve a minimum of 25 school districts. Here, then, was the opportunity for school districts to pick and choose from among all approved projects.

In either case, however, before a school district could adopt a project, it had to meet certain criteria imposed by the state facilitator in such areas as interest, commitment, resources, continuity, and reporting capabilities. In addition, those school districts adopting one of the six or more selected programs were required to provide resource people during the second year of the adoption for disseminating the program to other school districts in-state — a multiplier effect.

External Communications

D/Ds

Early in the project there was considerable telephone contact with developer-demonstrators to find out how much program material was ready to be displayed in awareness sessions, such as the traveling seminar, and gather pertinent project information to be included in the project abstracts.

California State Facilitator in their Educational Program Review '75 succeeded in getting almost all of the active developer-demonstrators under one roof for the purpose of describing their programs to local educators. Otherwise, the contact with D/Ds followed the usual pattern necessary to plan awareness sessions and arrange readiness assessments and workshops for adopting school districts.

Early on in the project, however, an important policy position was taken regarding D/Ds. Since most D/Ds were located in the mid-West, South, or East, the California State Facilitator decided it was more feasible economically for D/D staff to travel to California for awareness or adoption activities. Some D/Ds had sufficient funds budgeted for such travel. For those who did not, or had already exhausted their travel funds, the California State Facilitator paid the expenses — travel, per diem, and an honorarium. It also paid expenses for validated projects that had not yet attained D/D status. When the travel was arranged for adoption activities, the California State Facilitator asked the school district to pay part of the costs as evidence of its commitment to adoption. If a D/D required staff of an adopting school to be trained on the D/D's site, or the adoptingschool preferred to send trainees out-of-district, again the school district was required to meet part of the costs.

"We budgeted more next year for this out-of-state travel by staff of adopting schools because of the pressure from D/Ds," Dr. Rose said. "But we are not happy about it. Most of the projects are on the East Coast. If we sent a team of 4 or 5 people for a week's training, we are talking about a major expense — $3,000." To help defray this expense, the state facilitator will spend some money in the coming year on training trainers.

California Department of Education

The Program Development Center at Chico is an integral part of the educational institutions serving Northern California, having provided support services since 1966 when it began as a PACE center. Dr. Rose asked for, and received, expressions of endorsement from numerous individuals in leadership roles within the public school system which were included in the application for a state facilitator award.

Once awarded the contract, Dr. Rose and his colleagues had little need to establish credibility concerning thier reputations. They were well-known and respected. They had professional contacts of long standing with California educators. Dr. Rose and Dr. Lang, the coordinator for Southern California, who was close to retirement, had the additional advantage of having taught many educators during their college years. The California State Facilitator Project believed strongly enough in maintaining active, effective relations with the Department of Education that it assigned one of its consultants, Jack Ward, to act as liaison between the project and the Department, keeping key people in the Department informed about potential adoptions. Mr. Ward also spent considerable energy assisting validated California projects to prepare an application for developer-demonstrator status.

Officials in the Department, particularly the Title III office, indicated the high regard held for Dr. Rose and his staff when they invited the facilitator project to join in the Department-sponsored "traveling seminars". Since only 8-10 projects could be featured out of some 200 Title III projects within the state, this invitation was considred an honor.

U.S. Office of Education

Relations with U.S. Office of Education were characterized by Dr. Rose as being "irregular" in terms of frequency of visits, but "responsive." On matters concerning the NDN, their major contact with USOE was through their program officer, Tom Wickstrom. They also talked frequently with Jean Narayanan on facilitator subjects. Although Mr. Wickstrom planned visits to California during the year, he was forced to cancel them due to other pressures. "I would like the USOE people here on a regular basis, so we could have regular monitoring," Mr. Thorsted said.

National Diffusion Network

The California State Facilitator played a prominent role promoting and supporting the NDN. The Facilitator, a regularly published newsletter varying in size from 2 to 6 pages, was edited and published from their office. It was a vehicle for sharing what state facilitators and D/Ds were doing and was sent to all participants in the NDN. The suggestion that California publish such a newsletter tying the NDN together was made first in Washington and again at Kansas City when D/Ds and state facilitators convened for the first time. State facilitators agreed to pay $50 each (with the exception of Texas, which has 19 state facilitators and therefore paid less) to support the publication. This amount covered printing, postage, and the fee of the consultant hired to produce the newsletter. Dr. Rose said that there was often difficulty in generating items for The Facilitator, and considerable prodding was necessary.

Dr. Rose believed the NDN to be a potentially effective organization, and devoted considerable time and energy to making it so. "For the first time, we have all the elements — if linked together — to influence education." His vision included linkage between SEAs, D/Ds, state facilitators, U.S. Office of Education, national labs and centers, and professional organizations for the purpose of diffusing educational innovations. At the St. Louis meeting, he was instrumental in setting up an ad hoc group to brainstorm criteria for defining the NDN, in other words to begin the process of describing what the NDN should be.

However, the meeting of state facilitators and D/Ds held in Louisville, Kentucky, was, in his estimation, disappointing in terms of building the future of NDN. There was a reluctance to organize a formal group to pursue NDN goals in the political arena, particularly the question of funding for FY '77 and beyond. As Dr. Rose put it, "We didn't move to develop any muscle." He argued in Louisville for an organization which would inform Congress and the Administration about NDN and arguments for preserving it.

He believed the future of NDN to be most secure if located in a strong base at the U.S. Office of Education, preferably in a separate office entitled Office of Program Dissemination and Diffusion. This office should be tied closely with dissemination activities and offices at SEAs. He warned that if the Federal government fails to support the NDN, and its function is passed along to the SEAs as one of their responsibilities, it will vanish. "It is not the business of someone in the California State Department of Education to worry about what's happening in Massachusetts," Dr. Rose said. "Without national support and leadership, we won't have anything left of the NDN."

Operational Strategy

In September, 1974, shortly after an announcement was mailed to California educators explaining the state facilitator project, Dr. Rose received an invitation from the Title III office in the California Department of Education to join the annual " traveling seminar" in October. This is a program organized by the Title III office to acquaint educators with exemplary programs developed in California. During the five years it had been "on the road," four programs identified or developed by the Program Development Center had been featured among the 10 projects normally introduced to audiences. The invitation, then, was simply a continuance of a long-standing relationship between the Title III office at the Department of Education and Dr. Rose and the Program Development Center.

The state facilitator project was to be one of 9 projects presented. "This was out major kick-off," said Dale Thorsted. "It took a lot of attention getting ready for the workshops. We were trying desperately to get our hands on materials from every project and to reproduce them in quantities for those meetings."

The traveling seminar was first held on October 3, and continued for the remainder of the month, with two or three meetings held in November. Altogether 16 meetings were held. Several thousand educators attended. Typically, a school district would send a teacher interested in any of the programs to be presented, a curriculum coordinator, possibly the superintendent of the district, members of the PTA, and other representatives of the school district.

At each meeting, Mr. Thorsted spoke for 35 to 40 minutes, explaining the state facilitator project, how it related to the dissemination efforts of the Department of Education, and the kinds of educational needs the validated projects would address. Mr. Thorsted carried with him materials on about 10 projects in the beginning and by the end of the traveling seminars, was carrying materials for 18-20 projects. One effective visual aid was the film on Project HOPE, Every Child a Winner. However, Dr. Rose said that none of the projects were "packaged and ready-to-go," speaking from his past experience with packaging and disseminating innovative programs.

Members of the audience received a two-page (front and back) flyer listing validated projects by title and by category such as special education, reading, language and math, industrial arts, and individualizing instruction. Interested people were expected to return a postcard listing the projects by number for which they would like more information. Mr. Thorsted reported that the replies received numbered in the thousands and indicated interest in all 35 programs listed, at that time, as validated programs and available for adoption. Project HOPE, for example, received 380 requests for information.

Each person asking for more information about a project received all the materials the facilitator had on hand concerning that project, plus materials on other projects addressing the same educational need. In addition, they could receive a listing of the latest important literature in the field from the San Mateo Information Retrieval Center (SMIRC). As the state facilitator received information concerning the 35 validated projects, project abstracts were written that indicated type of project, target student population, instructional strategy, inservice training needs, per pupil costs, and other pertinent information. These abstracts were also mailed to interested parties. Those who wanted more information about a developer-demonstrator project, were directed to contact the project directly. "Most developer-demonstrator projects appreciated that suggestion," Dr. Rose said.

The California State Facilitator project furnished each developer-demonstrator project with a list of all persons who had requested information about its program. A copy of the list went to each state facilitator within whose area the developer-demonstrator project was located. This practice served to inform both the developer-demonstrators and state facilitators of the interest displayed by California schools.

Continuing its emphasis on awareness activities, the California State Facilitator project staged two educational "fairs" in March, one on the Queen Mary in southern California, the other in the Jack Tar Hotel in San Francisco. These Educational Program Reviews '75 each lasted 2 days. All 35 developer-demonstrator projects from across the country were invited to send representatives to EPR '75 for the purpose of explaining their programs to California educators through formal presentations, booth displays, and informal conversation. To insure participation by developer-demonstrators, Calfornia State Facilitator paid an honorarium and the travel expenses for project representatives from those projects whose travel funds had been expended. Dr. Rose reported that that was the case for most of them. Altogether, 33 of the 35 sent representatives.

California devised an incentive for pre-registration that tied directly into the adoption process. One of the tactics the California State Facilitator employed to build an audience was that of offering a $100 incentive, in the form of credit towards the expense of adopting a project, if a school district pre-registered the people it sent to EPR '75 and if those people filled out a needs assessment form and talked to the state facilitator staff about planning an adoption. If the participants did not pre-register, but completed the needs assessment and other preliminary planning tasks, $50 in credit was assigned the school district. "There are 1200 districts in California and if everyone had pre-registered, we would have had to pay out $120,000," Dr. Rose said. As it was, some $6,000 worth of credits were allocated. About half of the school districts have redeemed these credits to cover some expenses in adopting a project or attending project-sponsored awareness sessions. "For example," Dr. Rose said, "if a developer-demonstrator comes to California, they may suggest to people in the audience that they buy a $40 package of project materials that they can take back to their school districts and show to their colleagues. The credits some school districts earned would take care of that expense."

Keynote speakers at EPR '75 were Dr. Lee Wickline, Director of Supplementary Centers and Services, U.S. Office of Education, the official in charge of administering Section 306 of Title III, and Dr. Lowell C. Rose, Executive Secretary, Phi Delta Kappa International, and the brother of Project Director Rose.

Developer-demonstrator projects explained their programs to California aduiences thorugh means other than the EPR '75. For example, when the Dale Avenue Urban Early Childhood Project from New Jersey scheduled an awareness session in Arizona, the New Jersey Department of Education called the California State Facilitator to suggest that D/D staff also come to California. Dr. Rose agreed to pay the expenses of the project representatives from the Dale Avenue Project to spend up to four days presenting their program to California educators. Using the list of names of those educators who had asked for more information about early childhood projects, California State Facilitator succeeded in generating audiences for the entire four days in various regions of the state. The California State Facilitator was able to make similar arrangements with two other developer-demonstrators.

Sometimes requests came to the California State Facilitator from school districts and county superintendents asking that a staff person come to their offices and explain the state facilitator function and the available developer-demonstrator projects to the staff.

When a school district expressed an interest in adopting a validated program, the California State Facilitator arranged for the developer-demonstrator to come to California first to assess the readiness of the school district for the program and then to negotiate final training arrangements. Contrary to the language in its proposal, the state facilitator project imposed only one condition to be met by a school district before adopting a program. "I do not see the state facilitator in a restrictive role, limiting thenumber of schools that can become adopters," Dr. Rose said. "In fact, we have tried to get some of the developer-demonstrators to ease up a little on their adoption criteria." The one condition was a financial commitment. A school district was required to share the expenses of bringing developer-demonstrator staff into California. It was, in a sense, a test of seriousness of purpose.

Training/adoption agreements were drawn up which spelled out the responsibilities of the parties involved — the potential adopter school districts, D/D, and the state facilitator. These agreements did not require California school districts to adopt a program "as is." Dr. Rose had strong opinions on that subject. He believed that, despite validation, quite a few of the programs were still in a developmental stage and therefore susceptible to adoptions by a user-school that would indeed improve the program.

An important part of the work of the facilitator project was their special interest in preparing California projects for their roles as developer-demonstrators. Resources were budgeted for this purpose in the original application.

Of the original 35 validated projects that received funds from the U.S. Office of Education to become developer-demonstrators, only one was located in California: Project IDEA (Infant Deafness Educational Assistance). The project identifies hearing-imparied children at the earliest possible age and stimulates the acquisition and growth of developmental skills in a daily nursery program that includes parent involvement. Videotaping is utilized to document the child's progress in nursery school. Six other projects — all Right-to-Read projects developed with those funds — had also been approved for diffusion by the Dissemination Review Panel. They had not, however, submitted an application for funds to support diffusion activities.

The California State Facilitator invited the six Right-to-Read projects to attend EPR '75, which they did, and later followed up with an invitation for them to attend a working session in San Francisco to develop an application for developer-demonstrator status. Staff from all projects attended the San Francisco session. The facilitator staff described a diffusion strategy, and helped project staff to develop a program description, a program management budget, and other elements of a grant application.

Dr. Rose asked that each of the projects include three elements in its proposal. Each project included in its program budget an expense item for attending 3 out-of-state conferences; each project made a commitment to presenting information about two other projects at any educational fair held out-of-state, therefore, achieving a multiplier effect; and, each project budgeted for the expense of attending a two-day conference at the state facilitator office in Chico for the purpose of packaging their program material for diffusion.

Similar assistance had been given to Project IDEA, the one California project that had been granted an award to diffuse its program. The project director came to Chico at the facilitator's invitation, and her diffusion strategy was reviewed by the staff there. The staff assisted her in reorganizing her program, preparing a diffusion strategy using systems theory, drawing up a brochure, and otherwise packaging her program. This same sort of exercise was planned for the July materials development conference.

Dr. Rose also asked each project to ask for funds that would permit them to engage the California State Facilitator Project as the evaluator of their diffusion program. The advantage of this procedure, in his estimation, was that the same evaluation strategy would hold for all six projects, the same forms would be used, and the same kind of data gathered.

Strengths

The highlight of the first year of the California State Project was, without doubt, the EPR '75 — described by the California staff as the largest, most extensive endeavor of its kind in the National Diffusion Network during FY 75. It was an event that took long hours to plan, especially as the travel expenses for D/D staff had to be negotiated. And — the risk always assumed by a promoter — an audience had to be generated. Granting $100 in credit towards adoption expenses was one enticement, although the concept itself was compelling. "It was the first opportunity for many California districts to have a look at projects outside of the state," Dr. Rose said.

The statewide response to the EPR, according to Dr. Rose, was "highly favorable." He cited an example of one school district that sent a team of six teachers to EPR '75. They returned to their district with information on six projects that appeared to fit the district's educational needs. Unfortunately, it was decided, after much discussion among the entire faculty and administration, that the district could not afford any new activities even if the California State Facilitator could support a project initially. Despite this decision, the team of teachers informed Dr. Rose that EPR, in their estimation, was the most valuable inservice activity that had occurred for teachers in their district, both for their participation in EPR and for the discussions generated by the six projects in their district. They urged him to run EPR again next year.

It is anticipated that staging an EPR '76 will take less time and effort, given the experience of the past year. Although the basic format will remain the same, more time will be allocated for school district personnel to engage in preliminary planning with D/Ds and the California State Facilitator regarding the adoption of projects, and less time to formal presentations of D/D programs. D/Ds will be expected to pay travel expenses to EPR '76 — a suggested budget for this expense was sent in a letter to D/Ds — so that the state facilitator funds can be concentrated on adoption costs, including travel by adopter school staff to the D/D site.

The California State Facilitator placed considerable emphasis on an area not generally considered to be a concern of state facilitators — assisting validated projects to file proposals for D/D status and assisting projects, once approved by the JDRP, to package their programs and otherwise prepare for diffusion activities. This initiative was welcomed by the seven validated projects in California, judging from their attendance at a workshop organized by the state facilitator. Eventually two of the five Right-to-Read projects that applied for D/D status were approved by the JDRP. Project IDEA continues its diffusion work with a second year diffusion grant from USOE.

A comprehensive response to anyone inquiring about D/D projects was a third area in which the California State Facilitator considered itself to be especially facilitative. If, for example, a superintendent asked for more information about the Dale Avenue Project in Hackensack, New Jersey he would not only receive all project materials the California State Facilitator had on hand (or could quickly get) but also information on other early childhood education projects for urban children. In addition, he would receive a listing of the latest, important literature in the field from Project SMIRC. "I think the type of materials we provided districts — printouts, journal articles, microfiche — gave them a broader understanding fo the subject area and made them appreciate the D/D programs in the network even more," Dr. Rose said.

Shortcomings

The difficulties experienced by the California facilitator in the first year arose from the fledgling state of the National Diffusion Network. There were simply not enough project materials from D/Ds to present to school districts early in the year, so the California facilitator "went on the road" too soon with too few materials when it joined the traveling seminar for exemplary programs sponsored by the California Department of Education.

"Given the nature of the Network," Dr. Rose said, "we should have gotten on the telephone and talked to the D/Ds to find out if they were packaged and ready to go. Out of that conversation we would have eliminated 20-30%. We would then have visited the projects themselves. Out of this activity, we would have picked from five to seven projects that were packaged and compatible with the needs of California."

"I would have hired an outside consultant to carry the ball completely on the October traveling seminar and spent all of our time pushing six or seven projects — funded or not — if they were compatible with the needs here in California." Dr. Rose was quite clear that he was talking about external validation of D/D s in terms of how ready they were to diffuse their programs.

Dale Thorsted added: "We did not really know what all of the problems were going to be and by concentrating on half a dozen, we would have learned and then we would have been able to apply that to the diffusion of the others when they became ready."

Anticipated Changes

For FY 76, the amount of Section 306 funds allocated to California was $290,000. Dr. Rose and his colleagues submitted an application for a second year as the California State Facilitator with a budget of $252,000, or approximately $40,000 less than what they had asked for in the first year. The U.S. Office of Education requested that they submit a revised program and budget for the amount of $145,000.

This reduction was necessary because California will have two state facilitators in FY 76. The second facilitator will be a satellite project which can beam educational programs to the Western part of the United States and can be used to show D/Ds in action at their home site, as well as for training. The Eastern seaboard and the mid-West are covered by such satellites now and the addition of this West Coast satellite completes the Network nation-wide. The satellite is to be lifted up in December, 1975 and its expected life is two years.

There is a second constraint placed on the original state facilitator that has important programmatic implications. Of the $145,000 awarded the Program Development Center, some $118,000 must be earmarked for promoting special education projects or affecting children who have special education needs according to Federal regulations. Only $27,000 remains for diffusion general programs.

"That will change the nature of our contacts," Dr. Rose said. "We will immediately identify and communicate with the Special Education people in each county and ask them to put us in contact with Special Education supervisors in any cities that do not work directly with their counties. Then we will communicate with these people and send them a list of projects with suggestions on how they can get involved."

Other anticipated changes for FY 76, some of which have already been mentioned above, are:

- using D/D adoption criteria to determine eligibility of school districts, rather than imposing a set of facilitator criteria as was proposed — but not carried out — in the first year's program
- expecting travel expenses of D/Ds to California to be paid out of their own travel funds
- using California facilitator funds for the staff of California schools adopting projects to visit D/D sites for training or awareness activities
- promoting the adoption of D/Ds whose programs are ready for diffusion which meet California educational needs, probably limited to six

- * producing EPR '76, but alloting more time for school districts to plan with D/Ds and less time for formal presentations of D/D programs
- * training California facilitator staff in D/D programs so that they, in turn, may train California educators
- * using the mailing list of the Association of California School Administrators to reach decision-makers saving about $2000.

These are tactical changes. Generally, the California State Facilitator will continue the same basic strategy as last year: EPR '76, an awareness extravaganza; comprehensive responses to expressions of interest; negotiations of individual adoption contracts that reflect the particular needs — educational and fiscal — of each adopting school district. Within that framework, the California State Facilitator will adapt to the demands of the districts. Says Dr. Rose: "Any policy we set, we will bend — if the needs are great. And the needs of school districts in California vary tremendously."

Given the year's experience, Dr. Rose and Mr. Thorsted offered a few pointers to new state facilitators.

First, they said, sit down and identify what each actor in the National Diffusion Network is supposed to do. This was something they could not do early last year, because people were in the act of defining roles, but they consider it to be important.

Secondly, establish a contact with every D/D. Request information about the project and — very important — set a deadline for arranging adoption agreements between a local school district and the D/D. After that deadline, no more agreements would be consummated. Dr. Rose said, "The D/Ds that are in business now and are ready to go would respond immediately. The ones who do not have materials ready — well, they should be avoided as starters."

Third, a new facilitator should get in touch with every state facilitator and ask what they are planning to do for the coming year and if there is any activity that one could join that would be beneficial to both projects. If possible, a visit to two or three facilitators should be arranged.

Future

Dr. Rose and his colleagues at the Program Development Center had experience with diffusion of innovative or exemplary programs before filing for state facilitator status. They had worked directly with the California State Department of Education in diffusing selected Title III projects developed in California. They were under contract with Phi Delta Kappa and the U.S. Office of Education to identify, package and diffuse selected innovative programs through a network of university-based representatives country-wide. Thus, neither the concept of the National Diffusion Network nor the tasks assigned to state facilitators were unfamiliar ideas. In fact, they were disappointed that the scope of the NDN did not encompass many other organizations and additional exemplary programs. This expanded network, as envisioned by Dr. Rose, remains a goal for the California State Facilitator staff.

New Jersey National Dissemination Program
Trenton, New Jersey

Since 1971, the New Jersey State Department of Education, Office of Program Development has worked in partnership with the U.S. Office of Education and the staffs of local New Jersey school districts to design, field test, and disseminate innovative educational programs that address specific local needs. The scope of this work has gradually expanded to its present state as an emerging development system for education in New Jersey. As it has become more fully operative, this development system has helped New Jersey educators accurately identify local needs which become the basis for development work, use basic research to design and field test new programs, and make successful programs easily available to all those who can use them.

The staff of the Office of Program Development has for several years offered to New Jersey educators special capabilities for the development of these innovative educational programs to meet local needs. These capabilities have included technical assistance for planning, program design and management, and evaluation. If necessary and appropriate, funding has been made available through the resources of the Elementary and Secondary Education Act, Title III. Since 1965 this legislation had provided an important source of funding for innovation at the local district level. In New Jersey, ESEA Title III has provided approximately 80% of the funding for development at the local level.

The development process followed by the Office of Program Development in working with a local district has demanded not only that an innovative program be based upon research findings, but also that it have specific, measurable goals, a precise plan of action, and an evaluation design.

Educational programs whose evaluation results indicated that they had met their goals have been further assessed through a validation procedure to identify not only whether they are successful, but also whether they are cost-effective and exportable.

The staffs of local school districts then have worked with the Office of Program Development to draw up a detailed dissemination plan for each validated successful innovative program. Dissemination plans have been designed to reflect both current theories of the dissemination of information and the practical experiences of the staffs of the cooperating agencies. In most cases the district in which the new program was developed — the producer — has been equipped to offer complete dissemination services including materials and training to interested persons — the consumers.

It was therefore a natural extension of the New Jersey functions that, with the availability of 306 monies, the Office of Program Development began to work with the Division of Supplementary Centers and Services, Bureau of School Systems, U.S. Office of Education, to develop a national dissemination network. This was seen as a means of extending to local districts in other states the opportunity to become consumers of New Jersey innovations, and to New Jersey educators the opportunity to learn about, evaluate, and, when appropriate, adopt validated programs from other states. This extension of the type of dissemination work already begun in New Jersey was seen as a significant opportunity for the education profession in general to profit from the relatively large scale successful development work in local school districts.

As stated earlier, the Office of Program Development has administrative responsibility for the selection, planning, funding, provision of technical assistance, and evaluation of the New Jersey Programs validated by the Title III IVD process and approved for national dissemination by the USOE Dissemination Review Panel. These projects are funded by both New Jersey state Title III funds and Title III, Section 306 funds channeled through the New Jersey Facilitator grant (thus not directly administered by USOE for each project). The proposals submitted by the New Jersey projects in this category cover the full range of dissemination activity from awareness through adoption of the project by other districts both within the state and in other states. The facilitator project staff feels that the inclusion of this work as part of the New Jersey Facilitator Project enables them to serve both New Jersey educators and those in other states with a coordinated dissemination program that equitably divides the dissemination effort of the New Jersey D/D sites among interested educators. Further, it permits the staff to serve New Jersey educators best by building upon New Jersey resources rather than competing with them and thus making the most judicious and cost-effective use of the resources of D/D sites in other states.

The staff feels that this unified approach to dissemination was, and continues to be, a forerunner of and a model for a unified SEA dissemination capability that places dissemination within the context of the SEA's goals and its efforts in the design and field testing of new educational programs.

When the Office of Program Development began its dissemination program in 1972, it selected ten projects in their second and third years of field testing to take part. These projects were chosen because they had improved students' cognitive and/or affective behavior at a statistically significant level. Eight of these projects carried out Title III funded dissemination activities in 1972-73 some of which were quite limited due to the ongoing field test responsibilities of the staff.

In early 1973 the national ESEA Title III validation procedure was established. Twelve New Jersey projects took part and were validated as innovative, successful, cost-effective, and exportable. In 1973 the staff of OPD decided that validation through this process would be required for a project to be considered for statewide dissemination. In 1973-74 all of the New Jersey validated programs with the exception of two had Title III funded dissemination plans.

It is important to point out that in 1972-73 and 1973-74 all eligible programs were encouraged to carry out dissemination activities. No attempt to select among the programs for dissemination was made.

These ten programs which had had Title III funded dissemination plans in 1972-73 and 1973-74 reported for these years a total of 1,110 persons trained, 251 adopter districts, and 28,541 children included in adoptions or adaptations of the programs.

What follows in this case study is a description of the expansion of the activities of the Dissemination Center for the New Jersey Title III ESEA validated projects to include the dissemination of these projects to other states, and the dissemination into New Jersey of validated projects from other parts of the country.

Key Staff

As stated earlier, the New Jersey National Dissemination Program was incorporated into the already effective dissemination network of the Office of Program Development. The project employed three full-time equivalent and two part-time professionals and three support personnel. The administrative responsibility for the facilitator project in its first year lay with Dr. Evelyn Ogden whose interests include program design, management, and dissemination. Also involved in the project from the Division of Research, Planning, and Evaluation/Field Services are Dorothy B. Soper and Lillian White-Stevens whose activities involve the dissemination of New Jersey Developer-Demonstrator programs to other states. Serving as key project staff are:
(1) Arthur Spangenberg whose major function is to facilitate the dissemination of out-of-state programs into New Jersey within the area

of general education; and (2) James Gifford who works with the importation of out-of-state special education, secondary, and early childhood screening projects into New Jersey.

Operating Style

The key project staff worked in concert with Dorothy Soper. They operate semi-independently, enjoy a high degree of autonomy in day-to-day activities and decisions, and see their functions as separate but equal. Major policy decisions were made higher up in the Department of Education with the facilitator staff attempting to facilitate and expedite these established policies.

The facilitator project has been housed in and seen as a part of the state Department of Education. The weekly activities of the staff have been keyed to the objectives and activities described in their proposal and reported to the commissioner with monthly meetings for planning and review.

Conceptual/Theoretical Framework

The proposal guiding the statewide facilitator project's activities built upon the Dissemination Center for New Jersey ESEA Title III validated projects by expanding its activities to include the dissemination into New Jersey of validated projects from other parts of the country. The proposal contained three major goals:

1. To secure the adoption in New Jersey public and non-public schools of at least twenty-five general education projects from other states. Adoption was defined as the adopter school's replication of the original project's outcomes.
2. To secure the adoption in New Jersey of at least 10 special education projects from other states.
3. To secure the adoption of the New Jersey projects validated by the IVD process in 1973 and 1974 in other states. (A specific number of adoptions was established for each validated project).

The conceptual framework upon which the New Jersey dissemination work has relied is a prototype research, development, and dissemination model drawn from work in industry and the U.S. Agricultural Research and Extension system.

This model posits a consumer population which can be reached through a process of "dissemination" provided, however, that this is preceded by an extensive and complex process of research and development which usually includes the following components: basic and applied research, development, production, and packaging. This model suggests that dissemination and utilization should be a rational process with five features: (1) rational sequence, (2) planning, (3) division of labor, (4) defined audience, and (5) high investment for maximum pay-off. It is these five features that have made the "RD&D" model a very useful and effective strategy for work in New Jersey.

Current and past dissemination plans in New Jersey reflect both current theories of the dissemination of information and the practical experiences of the staffs of the cooperating agencies. In most cases, the district in which the new program was developed — the producer — has been equipped to offer complete dissemination services to interested persons — the consumers. The mode and direction of dissemination on the basis of the producer-consumer concept has usually followed the linkage system model of dissemination.

The linkage system as a dissemination model emphasizes that the consumer often has a dynamic, problem-solving orientation rather than the passive one implied by the basic RD&D model. When this is the situation, the most successful change may occur through a strong reciprocal working relationship between the consumer of an innovation and the producer of the innovation. To establish a working relationship — a linkage — the producer must explain the needs that the innovation addressed, its goals and evaluation results, the range of adoption costs, and the installation process.

The idea of the linkage system has been especially appropriate for change when the producer and consumer are both local school districts. This effective working relationship — linkage — can, and has, led to a long-lasting social influence network. The varied linkages that can be created form dissemination subsystems which may endure for long periods of time and may lead to solutions for many different kinds of needs.

The linkage system has helped the Office of Program Development see how local school districts can work together and has demonstrated the benefits of their association from both the producer's and consumer's vantage point. Within this system, the Office of Program Development has worked with producer districts to plan for dissemination and, if appropriate, prepare and fund a producer district for dissemination.

It was thus a natural extension of the RD&D model and the linkage system that the Office of Program Development should in 1974 develop and incorporate a facilitator project that would allow for the adoption/adaptation of out-of-state programs and for the continued dissemination of New Jersey programs.

External Communications

D/Ds

Early in the 306 phase of dissemination activities, the New Jersey staff, frustrated by the lack of information about D/D projects, compiled from several sources, i.e., IVD reports, dissemination applications, other states, etc., a descriptive brochure entitled "A National Communications Network — Your Link with Educational Programs That Work." The staff also made a decision that in order to establish credibility with New Jersey LEAs they would bring to New Jersey only those D/Ds that were innovative in their judgment and that would not duplicate already established programs in New Jersey. Drawing upon content specialists within the Department of Education and using project visitation report forms, the staff planned to conduct onsite evaluations of the D/Ds in order to determine their appropriateness to New Jersey.

State Department of Education

Because the state facilitator's staff are officially a part of the New Jersey Department of Education, Division of Research, Planning, and Evaluation, constant communication exists in the form of monthly activity reports and plans for future activities. The state facilitator has utilized content experts within the department as D/D evaluators and department personnel have become sponsoring agents of particular D/D projects, i.e., the Department of Vocational Education is sponsoring the Vocational Reading Power Project. The state facilitator activities with the department have been characterized by a process called "multiple constituency emblem." Through this process they attempt to piggyback on the activities and the credibility of groups already existent in the state. With the Department of Education undergoing reorganization in FY 76, the SF/SEA communications process may be changed to meet the requirements of the reorganization plan.

U.S. Office of Education

The New Jersey project staff have enjoyed a comfortable and direct relationship with their program officers at the U.S. Office of Education. The program officers have been very helpful and supportive in the New Jersey efforts to collect information on the funded developer-demonstrator projects. As activities have progressed, the New Jersey staff relied on USOE to a lesser extent and most ongoing communications revolved around budget revisions and information gathering about D/Ds.

National Diffusion Network

The New Jersey project's communication within the NDN can be characterized as informal and variable. Their relation to other state facilitator projects within the National Network, although informal, has been positive and the project staff feel they have made some worthwhile and effective contributions to the NDN. Strong relationships have been established with a few other facilitator projects, most often those with similar needs and complementary resources.

Operational Strategy

The first step taken by the project was to compile in booklet form informational abstracts of the funded developer-demonstrator projects, utilizing a variety of sources to avoid sending another questionnaire to D/D projects. The booklet entitled "A National Communications Network — Your Link with Educational Programs That Work" was distributed to approximately 10,000 New Jersey educational personnel. Every principal, curriculum coordinator, superintendent, board president, parochial and private school, and educational organization received the booklet.

Included in the first four pages of the booklet was a statement of New Jersey's dissemination/diffusion activities. A conscious effort was made to include all the New Jersey Title III projects that were approved by both USOE and the New Jersey Division for Research, Planning, and Evaluation. A response form was also included with two basic options for local educators: (1) direct contact and request to the D/D projects that stirred interest and (2) contact with the New Jersey Facilitator Project for further information on particular D/D projects. A letter was sent to the D/D projects prior to this mailing informing them of the first option in case of direct contact by a New Jersey educator and asking to be kept informed of any problems related to this strategy. Response from D/D projects to this approach for the most part was positive and favorable. However, if a D/D didn't respond to requests for awareness level materials or was unable to provide them, the interested educator was directed to another D/D that might meet his or her needs. The New Jersey staff found this awareness strategy somewhat troublesome and will most likely redesign it for the current round of dissemination activities.

If there was sufficient interest in a given project, the facilitator staff scheduled awareness activities in New Jersey for the project. The degree of interest in a project also determined the feasibility of an in-depth onsite visit to a D/D project by the state facilitator and related content experts. The purpose of the onsite visit was to determine the project's applicability to the New Jersey educational environment.

The next step in the awareness process for a New Jersey educator interested in a particular D/D project was to receive a larger package of second level awareness material from the facilitator project. Included in the package was a description of the training program, a producer/consumer agreement, and a date and invitation for an awareness conference. The interested educator and/or school was asked to contribute a token fee as an indication of commitment and to bring a team from each school to the conference in order to provide a broader perspective and to increase the coverage base.

The New Jersey project made a conscious decision to create awareness and involvement with 35-40 people representing six to ten school districts. If they were so inclined, educators from an interested district were allowed to pursue a direct relationship with a D/D project, through a self-selection process with the state facilitator's guidance.

The conferences conducted by the facilitator project were organized by clusters and were scheduled at the point in the process called "the involvement stage." It was felt that the previous mailings and information had provided sufficient awareness and that half of the people attending a conference were at the decision-making stage. The conference allowed the participants to compare the project they had selected with others in that cluster and thus facilitated a more knowledgeable and informed decision.

At the conclusion of the conference, several options were made available to the participants. Participants could choose to complete an agreement and arrange for training; make an onsite visit to a D/D; request further information; or, if key administrators had not been at the conference, forward a videotape of it "back home" to assist in decision-making.

Where possible these conferences were held at or in collaboration with the regional Educational Improvement Centers located throughout the state. The staff of the EICs, because of their awareness of local needs and interests, provided valuable needs assessment to the facilitator project. This enabled the project to react not only to mailing responses, but also to needs expressed by professionals in each region. During FY 75-76 the EIC will assume an expanded role in two areas: (1) conduct dissemination activities at the awareness level and (2) provide content area technical assistance either as turn-key trainers or in a follow-up role. They will also continue to participate with the facilitator project as a team in conducting onsite visits to D/D projects.

In addition to utilizing EIC staff as turn-key trainers, the project also utilized school district personnel in this role, both to make sure that there was a contact person in the district and to provide further training when needed and appropriate.

Preceding the training, the final stage in the process of matching consumer with producer occurred. It was at this point that the facilitator staff attempted to obtain and collect information from interested schools (possible consumers) including the number to be trained, dates of training, and the component parts of the D/D project to be adopted. The project adopted the policy of only sending people out of state for training if the D/D was unable to come to New Jersey or if the situation did not allow for the use of turn-key trainers.

In regard to providing funds for an adoption, the state facilitator considered each situation to be unique and based its decision to use 306 funds on:

a. The commitment level of the LEA indicated by signatures of support from the Board of Education President, superintendent, school principal, and any classroom teacher involved

b. Cost of D/D materials

c. Funds available to the LEA

d. Cost of training and where training will take place and for how long

e. Nature and scope of the D/D.

In situations where an LEA wanted a total D/D replication but had limited funds, 306 funds could be used in exchange for an agreement to use the replication site as a demonstration center and/or use the staff trained as turn-key trainers at other New Jersey locations.

When a school and a D/D project were linked for training, the state facilitator used a three-way document (SF — D/D — LEA) called a producer-consumer agreement which all parties signed prior to training. When New Jersey turn-key trainers were doing the training, the D/D project was not asked to sign although they were kept informed of the progress of the adoption. The specifics of the agreement varied from D/D to D/D and from adopter to adopter, but its over-all purpose was to serve as a clarification of tasks for all parties involved.

The producer-consumer agreement is planned to be in effect for at least one year. During this time the state facilitator will meet with the adopting school every 4 to 6 weeks to provide process assistance by trouble-shooting and general problem solving. Content assistance will be available both from the D/D project staff and from content experts in the New Jersey Department of Education who are available through the regional Educational Improvement Centers. In the case of a faltering adoption, before any early termination of the agreement can occur, the state facilitator will set up a conference with the superintendent of schools to make sure that termination is the answer.

If a potential consumer was interested in a project validated by the DRP but not funded for dissemination activities, the facilitator staff would send an information package which they developed. The New Jersey project made a special effort to disseminate and assist with the adoption of any project in which New Jersey LEAs indicated an interest. In any case (where 306 funds are needed) the final decision on any D/D or DRP coming to New Jersey is made by all parties involved — state facilitator, EICs, SEA, and LEA.

An interesting feature of the New Jersey effort was their follow-up of those schools who chose not to become involved last year after they participated in awareness activities. The New Jersey project maintained a list of the LEAs who chose not to be involved and have attempted to re-open talks with them in order to suggest alternative D/D projects of possible interest and to link them with future awareness and training activities within the state.

Two special resource features of the New Jersey Facilitator Project should be mentioned. The project staff produced videotapes of D/D awareness presentations held within the state. These were used as awareness level materials by the EICs and will remain as a legacy of the project, if and when 306 activities terminate. These tapes have also served as supplementary materials to the actual presentations made by D/D projects. Project staff have also been establishing a library of awareness, involvement, decision-making, and training materials for every funded D/D project. This library is scheduled to be completed by January 1976.

Evaluation

To encourage a worthwhile evaluation effort two purposes of the project's dissemination effort were defined:

a. to determine whether the essential elements of a successful educational program can be transferred from the originating district(s) to adopter districts while yielding comparable student gains.

b. to provide New Jersey educators with the opportunity to meet local educational needs by adopting or adapting one or more elements of these successful educational programs.

The evaluation was designed so that the project could draw conclusions about progress toward the achievement of these two goals. Specifically, project staff wanted to know how their dissemination policies and procedures had contributed to this progress, and how their policies and procedures might be modified to contribute more significantly to the achievement of these goals.

This evaluation effort had produced evidence from the 1972-73 and 1973-74 school years that program transfer can and does take place. The project staff believes that this conclusion has been reinforced by the progress of dissemination during FY 1974-75. In examining the type and degree of transfer, the project has been able to identify the program variables that contribute most significantly to its transfer. The staff has also accumulated limited data to indicate that students in adopter districts are in some cases realizing success comparable to that of students in the districts in which the programs originated. On a preliminary basis, the project staff has concluded that their evaluation data confirm the hypothesis that successful educational programs may be designed and field tested on a cooperative basis by the SEA and LEAs and subsequently transferred to other districts. The data has also suggested which program variables influence dissemination potential and the project plans to use this profile of program variables along with a profile of LEA needs to select a limited number of programs to disseminate. In conclusion, general observations on the dissemination process validate the procedures developed by the project.

Strengths

The project staff view the following as some of the project's strengths:

1. The use of established channels of communication within the state educational community resulting in support from the state department level to the local school district level.

2. The early dissemination of the catalog of available projects to 9,500 educational personnel.

3. The ability of the state facilitator to deliver specific kinds of technical assistance in terms of the process, content, and evaluative needs of consumers.

4. The constant reinforcement of efforts and activities between the "new" 306 dissemination effort and the ongoing dissemination efforts of the pre-existing state department organization.

5. The project's philosophical orientation towards a concern for projected outcomes and goals for students.

6. The successful effort to establish a legacy of resources, expeditors, and turn-key trainers for future activities.

7. Concern for the quality of programs to be disseminated which led to facilitator staff visits to D/D projects to ascertain readiness and ability to respond.

8. The strategy of mailing two levels of awareness materials to insure potential consumers' state of readiness before entering the involvement stage of the process.

9. Providing assistance to non-funded DRPs if demand for them warranted such an effort.

Shortcomings

Two areas of shortcomings or difficulties identified by the staff include:

1. The large number of potential consumers and adopters which far surpassed the resources of the project staff.

2. The problems that accompany the creation of interest in a project that is unable to deliver at that point in time.

Anticipated Changes

In order to overcome the preceding stated shortcomings and to strengthen the total dissemination effort in New Jersey the following steps are being taken:

1. The catalog of educational programs will be changed to include a discussion of each project's ability to deliver what it proposes. The staff feels very strongly that New Jersey educators need to know any risks they might be taking in this area before they select a D/D for adoption. All available projects (D/Ds and DRPs) will be included and described.

2. The option allowing interested consumers to contact the state facilitator project for awareness materials will most likely be abandoned. The staff feels the procedure was too troublesome and was just as effectively accomplished when the consumer made direct contact with the D/D project.

3. The staff also hopes to select a number of projects that would lend themselves to the state's needs as identified in the state's list of priorities, i.e., secondary programs, reading programs, affective education, etc.

4. Finally, the regional Educational Improvement Centers will assume an expanded role by conducting first level awareness activities, serving as turn-key trainers and expeditors, and providing continued content assistance.

Future

The future operation of the New Jersey Facilitator Project will continue to expand the regionalization of its efforts by increasing the role of the Educational Improvement Centers throughout the state.

The project sees itself building upon the experiences of the National Diffusion Network in order to increase dissemination capabilities. These efforts will be accomplished by increasing its pool of turn-key trainers, becoming more sophisticated in assessing local needs, and developing a list of problem indicators for early diagnosis and intervention.

In order to bring these goals into reality the state facilitator project is working through the State Commissioner of Education to approach the decision-makers and members of professional organizations to develop needed and effective support mechanisms. The project will also continue to build happy and contented constituencies in the field and to make input through the appropriate people into the NIE "capacity building" proposal.

Generalizations

The following ideas appear to pervade the project's efforts in dissemination and diffusion.

- Innovation is relative. What is innovative to one school is not innovative to another school.

- The amount of planning effort and time expended for a particular product relates directly to the results returned.

- People are looking for quality; so in order to really have impact we not only have to have good ideas but we have to have good programs that are attractively packaged and presented.

- We must find ways to reach the traditionally, historically, non-educationally oriented constituents and get them to look at us in terms of a product that we can deliver to them and that they in turn deliver to their political constituents within their own agencies and institutions.

- Finally, if we really want to see changes take place, we need to research the market before we advance any pool of projects.

10

south carolina

South Carolina Statewide Facilitator

Orangeburg, South Carolina

The South Carolina State Department of Education selected Orangeburg County School District No. 5 to be the recipient of Title III 306 money for the expressed purpose of developing the South Carolina Statewide Facilitator Project. This selection was in lieu of granting the funds to an independent existing agency or setting up a division within their own department. The facilitator project was established as an auxiliary, relatively independent unit in the Orangeburg School District, with the district acting as fiscal agent but allowing project personnel autonomy in program development and management.

Orangeburg County School District No. 5 was chosen to be the locus of this new project for several reasons. First, the superintendent is an influential educator within the state and programs under his leadership would be more readily received. In addition, the school district had been the fiscal agent for a successful regional Title III educational service center and experienced past success with other Federal projects.

The SDE's original concept was that the state facilitator would act as a holding company for the 306 money and would dispense mini-grants of 5-10 thousand dollars to school districts who wanted to adopt innovative programs. It was also believed that the money could be used for any projects which were compatible with state goals, even if they hadn't been approved by the Dissemination Review Panel. Information published in the Federal Register clearly articulated the requirements for the facilitator projects to disseminate only DRP approved projects. Acting on this information, a proposal was submitted which fully met the identified goals and included a full active service component suitable for all LEAs in South Carolina.

Key Staff

James B. Linder was hired as the SCSF Director after the grant had been received and the project located in the Orangeburg District. He had been in the Orangeburg District for 10 of his 16 years in education and, immediately prior to his appointment, was working in an ESEA project as an Instructional Coordinator to assist in individualizing the instructional program in grades 4 — 7. The most important part of his work in that position as he saw it, was to be a person who could assist the teacher who was involved in educational change. In his years in education he had been a coach, high school teacher, junior high teacher, counselor, and elementary school principal, and a principal of a ESEA Title III Kindergarten project. In the latter position, which he held for three years, he had begun extensive reading in educational research and had become interested in education as a personalized life-long process. Philosophically, he has been heavily influenced by the research concerned with pre-school children.

Linder has also had experience in business and industry. He has worked in several sales positions, which trained him to develop a personalized approach to people based on their needs. In addition, he has had management experience which has contributed to his ability to organize and carry out projects effectively.

Besides Linder, the project staff includes four professionals and a secretary. All staff were chosen primarily for their skills in interpersonal relations, since Linder's philosophy of "change agentry" relies heavily on the personal approach. All staff share Linder's educational philosophy. Myrtle McDaniel, the Assistant Director, had been a teacher for several years and has extensive knowledge of reading programs. Her experience as a team leader in IGE, a program adopted by the Orangeburg district, has given her skills in working with others and coordinating people's work.

John Smiley has been in the district for several years. He served as assistant principal of the high school and most recently as head of the guidance department where he was responsible for curriculum improvement. Smiley is the staff writer and has had experience writing for a newspaper syndicated service.

Gay Lanier worked in the State Department of Education in the Office of Planning. Willie Woodbury recently earned a doctorate in Administration in Urban Schools at the University of Colorado and has taught at the college level. A native of South Carolina, he has contacts throughout the black community.

Operating Style

Every staff person had an opportunity to share in the decision-making. In order to emphasize the importance of shared responsibility, Linder scheduled staff meetings on a regular basis. Early meetings focused on the development of realistic project objectives. These objectives were then assigned to staff members who identified operational strategies for staff consideration. McDaniel, the Assistant Director, had the task of coordinating this effort. As the year progressed, staff meetings were concerned with effectiveness of these strategies.

Linder believes that field agents should be provided all available information about the facilitator project. If everyone shares the same information and understanding of the project goals and is knowledgeable both about the projects and about basic facilitator concepts, they are able to make their own decisions in the field. Linder believes that this process had led to sound independent and consistent decision-making on the part of his staff.

A key factor in the information process is the full documentation and record keeping system. All staff members file, with Linder, a detailed assignment sheet which includes specific interaction with LEA and NDN project personnel. The assignment sheet also includes recommendations for coordinating efforts within the South Carolina Statewide Facilitator Project or with other state facilitators. Decisions concerned with major expenditures of project funds are made by Linder.

Conceptual/Theoretical Framework

While the concept of facilitation was included in the Orangeburg proposal, there was no structure for accomplishing the work of facilitation. Linder therefore used the Agricultural Extension model as a basis for the project. He believes that the agent is the important vehicle for change and therefore must be someone who is personable as well as able to interpret research and show people how that research can be put to practical use.

Educational change occurs when people are involved in working with a specific project which they see as meeting needs, and which requires them to change. The most important elements in achieving change are the relationships established and a personal interpretation geared to local needs.

External Communication

D/Ds

Relations with the various D/Ds have been very important to SCSF. Communications have been frequent and have taken place both in writing, and through personal conversation. The SCSF believe it is important to establish credibility with the D/Ds by demonstrating to them that their projects would be represented accurately and that the adopting school would receive the assistance and support they needed to carry out the project. Another important aspect was an SCSF commitment to provide evaluation assistance.

State Department of Education

Informing necessary State Department personnel of facilitator activities was identified as one of SCSF's major strategies early in the year. They met with the Associate Superintendent for

Instruction and the Federal Programs Director for the state to discuss the project and the concept of facilitation. In addition, an awareness session was held in the SDE Resource Room for chief supervisors and department of instruction staff. At this meeting, SCSF staff interpreted the role of the facilitator, the role of the SDE in the diffusion process, the National Diffusion Network, and SCSF's strategies.

The SDE decision early in the year not to allow any LEA to avail themselves of both SDE federal money and SCSF funds for projects in the NDN caused a great deal of concern. In fact, dissemination of information about the NDN or SCSF was left entirely to the SCSF. The SDE did commit the time of state curriculum consultants to visit selected D/D sites.

U.S. Office of Education

SCSF produced a videotape on the National Diffusion Network which could be used for national distribution. There was frequent written and oral communication with OE over this particular project in order to coordinate the various aspects and to involve other state facilitators.

SCSF has appreciated the fact that USOE has allowed them to operate with few external restrictions, especially with respect to definition of the facilitator role. Communication between the two agencies has been positive and supportive as evidenced by their cooperation in the production of the videotape.

National Diffusion Network

SCSF believes that the National Diffusion Network provides an important function in linking state facilitators and D/Ds. They do question the value of large national meetings which are unstructured. The St. Louis meeting, in particular, was cited as a failure from SCSF's standpoint because it did not provide enough scheduled time for small group interaction. However, some new relationships were begun at these meetings which enabled the Director to establish informal lines of communication with other facilitators and D/Ds. Linder found small group discussions helpful for the sharing of strategies, but rejects the idea of sharing forms and internal documents because most were developed to fit a specific situation.

There has been extensive cooperation and coordination with the North Carolina state facilitator. The two states shared information and services and coordinated D/D visits for awareness sessions and training. They also shared the expenses for these visits.

Operational Strategy

One of the first actions undertaken by the newly hired SCSF staff was to develop an operational management plan which consisted of specific objectives, strategies, action assignments and time lines. The first strategy to be set to action was to meet with appropriate State Department of Education personnel in August for the purpose of sharing perceptions about the functions of the facilitator and to discuss SCSF's plans for the coming year. A larger meeting was subsequently planned and carried out for a group of about 40 SDE staff persons, including supervising and curriculum consultants. The purpose of the meeting was two-fold: to interpret the function of SCSF and its role as part of the National Diffusion Network, and to enlist SDE support. It was hoped that state personnel would be informed enough about the project to interpret it to schools with whom they were working and that they would assist in contacting local school districts.

As a first step in making LEAs aware of the diffusion project, a mailing was sent out to superintendents in the state informing them of the existence of SCSF and inviting them to come, or send a representative, to an awareness conference. Awareness conferences were scheduled in four regions of the state and included a visual presentation of the NDN and its history and development, as well as a discussion of the state facilitator project, its services, and the procedure for becoming involved with the project. The conferences were generally well attended with from 25-40 superintendents, or their representatives, present.

SCSF attributes awareness conference attendence to several factors. First, the superintendent of the Orangeburg School District is a well known and respected educator who has developed an informal relationship with superintendents of the larger school districts. He was asked by SCSF to inform the superintendents of plans for the regional meetings and encouraged their participation. The second reason evolves around the same principle of established informal relationship of the SCSF director and staff.

Private schools were invited to participate as well as public schools. Eventually four Roman Catholic and one private school participated in the adoption process. All private schools were required by the Office of Education to complete Civil Rights forms to prove that they were complying with Federal regulations in their admissions practice.

SCSF staff and 9 appropriate SDE curriculum consultants visited 16 D/D sites during the months of September and October. During these visits an attempt was made to secure as much detailed information as was available and establish a firm line of communication between SCSF and the D/Ds. The importance of these early communications became evident later in the year when scheduling of D/D awareness and training sessions became important.

As contacts with local LEAs began the SCSF made available only information which SCSF had secured while making on-site visits to insure that the information disseminated was accurate. It was important at this point to establish credibility with all potential adopters. It is the belief of SCSF that they are involved in a process of two-way communication, of which clear and accurate information is a vital element.

At regional meetings which were held in October, SCSF staff answered requests for information by making district level presentations concerned with SCSF services and specific D/D information. As interest in a particular D/D or curriculum area developed across the state, a strategy was employed which brought an individual D/D to South Carolina to make an awareness session. Only one D/D at a time was scheduled in order to maintain a high level of interest for a particular project. Broad mailings to all districts were used to notify educators of awareness conferences. It proved to be important for both D/Ds and LEAs to know that the session was strictly an awareness presentation and not a training event. Financial support was provided for the D/Ds if requested. LEAs were given no financial support at this point. This procedure was followed all during the year. Fourteen D/Ds were presented at these sessions.

Indication of further interest by an LEA resulted in a personal visit by an SCSF staff member to discuss the problems and needs of the district or school. When a decision was made to further explore the D/D, either by making an on-site visit or being trained, the superintendent was asked to sign a letter of commitment as indication that the district was willing to give preliminary support. SCSF took care to make this letter non-threatening but required that it be signed before they invested money in the adoption. D/D agreements were signed at a later time prior to training.

During the year SCSF used many means to make all school districts aware of the diffusion effort. These included making presentations at several state associations and personally visiting each district which responded to mailings or attended an SCSF sponsored conference.

Training in all cases was provided by the developer-demonstrator project staff. In some instances training took place in South Carolina and in others, the adopting teachers went to the D/D site. This decision was dictated by the needs of the D/D. If it was a project which was best visited to be seen in operation, like some of the alternative schools, South Carolina teachers went to the D/D site. In order to facilitate learning and lower some of the anxiety on the parts of both the adopting teachers and the D/D, an SCSF staff member accompanied teachers to D/D site training. Later in the year, after the facilitator staff had visited and established a relationship with some of the D/Ds, adopting teachers attended D/D site training alone. This did not happen, however, until SCSF's credibility had been established with the D/D.

A condition SCSF considered important was complete understanding on the part of both D/D and adopter concerning all aspects of the training, as well as the adopter knowing exactly what is involved in implementing a project.

The South Carolina facilitator provided technical assistance to all adopting schools, a commitment which helped increase their credibility in the eyes of the D/Ds. They made it clear to both the adopter and the D/D that they would provide on-going assistance and support to the school in order for it to successfully adopt a project. Technical assistance ranges from providing general support to teachers undergoing change to linking teachers with local content resources to helping schools consider their own financial resources in planning for adoption of the new project.

In most instances, a trial period is advocated before an LEA tries to diffuse a project throughout the school or school district. This trial period is seen as important both for adopting the project to better meet local needs and for building a sense of commitment and enthusiasm in the staff about the endeavor. In some cases, a school will try the project out on a group of students. In other cases, the trial involves adopting one or more components of a project, rather than the total project as stated. SCSF believes that adaptation is necessary for success and supports any adaptation to which the D/D agrees. They have always found D/Ds willing to cooperate as long as the basic concept of the project is not violated, and leave it up to the individual adopting school to make these arrangements with the D/D. They agree to provide assistance according to the agreement the adopter has worked out with the D/D and believe that the D/D's willingness to be flexible is an indication that the trust has been created between themselves and the D/Ds.

As SCSF strategy, which is included in the training and is also part of technical assistance, is to "identify and develop resources in the state." SCSF staff help adopters to identify South Carolina resources, both human and monetary, which could help them carry out their project. In addition, SCSF has developed a resource library of books, audio-visual material, etc. which includes many of the supplementary materials recommended by the D/Ds, and is available for the use of adopting schools.

Evaluation

The SCSF had established on-going objectives for their work and built evaluation into their work plan at several levels. They were thus able to carry out a formative evaluation. In addition, they were able to compile data on the number of schools reached and adoptions achieved. South Carolina has 792 public schools in 92 school districts. SCSF has achieved adoptions in 140 schools located in 44 of the school districts throughout the state. The schools have adopted 16 of the developer-demonstrators.

However, SCSF did not have an external evaluator or a formal summative evaluation design. They see this as a weakness and believe it would have been helpful to have someone external to help them look at themselves and their work more objectively and offer suggestions for improvement. Moreover they believe that an external, widely respected educator evaluating the work of the facilitator project would help to interpret the value and success of the project to the educational world.

Strengths

SCSF sees their main strengths in two areas — human relationships and good management. The ability of the staff to establish good relations with schools and their emphasis on frequent personal contact is seen as a major reason for their success. SCSF is also strong in the area of management and organization. They were able to map out strategies for the year and to accomplish most of what they set out to do. They consider it a plus that they were able to operate in the area of program development relatively autonomously. That is, they could make their own decisions and carry out their own plans without having to go through a bureaucratic structure.

Shortcomings

The weakness most readily identified was the lack of an external evaluator, discussed in a previous section. The SCSF believes that their ability to effectively tell others about their own work was minimized by not having an evaluator. An evaluator, particularly someone with national credibility in the educational field, would help to compile data which would show effectiveness in terms of impact on students or cost effectiveness. Statements about SCSF's effectiveness would carry additional weight in the state if they were coming from an external and respected source.

A second weakness is in the area of relations with the SDE, SCSF believes some areas of SDE were not fully supportive of the effort and thus failed to realize the full potential of the NDN.

Anticipated Changes

In the coming year SCSF plans to place major emphasis on supporting adoptions which have already begun. There will be less time spent on awareness activities, a natural de-emphasis for a project in its second year. SCSF will try to provide whatever technical assistance is necessary to make the adoptions successful. The technical assistance may take the form of helping schools identify their own resources, helping to compute the cost of operating the project so that it can be included in the school's budget, or putting teachers in touch with expert resources in the content area of the project. An important area of assistance will probably be helping schools to evaluate the impact of the project on students in terms of student development.

Because of budget cuts, the professional staff of SCSF has been cut from five to three. The hiring of an external evaluator, which SCSF believes would make significant improvements, may have to be eliminated. SCSF has approached Far West Lab about providing some technical assistance on developing a design for evaluation.

Working within the state for support will be another emphasis in the coming year. SCSF plans to work more closely with college and university people to enlist their support. There are also plans for working on public support through the media of commercial and educational TV. The videotape which SCSF developed on the National Diffusion Network and SCSF within the Network will be used for this purpose.

Future

SCSF sees its chances for future existence depending entirely on how well they can enlist support within the state. They plan to concentrate efforts in this area this year in the ways outlined above. They believe strongly that support from state and federal agencies will depend not so much on showing a large number of adoptions but on proving cost effectiveness and growth in student development. They hope to be able to prove success in those terms as well as in numbers.

Massachusetts Diffusion Assistance Project
Merrimac, Massachusetts

Since its inception in 1969, the Network of Innovative Schools has been working with administrators, teachers and interested community members in Massachusetts and other states to help them develop their own capacities to change and to become self-renewing organizations. This has been done primarily through organization development consultation with administrators, training teachers in problem-solving strategies, developing learning teams of teachers whose responsibilities have included helping other teachers change classroom practices, and individual observation and consultation. In order to provide such diverse services, the Network has developed a number of programs responsive to the individual needs of a given client and capable of leading that client through complex problem situations to a satisfactory solution.

In 1971, the Network of Innovative Schools obtained support through ESEA, Title III to provide services to a consortium of over 100 Massachusetts schools to assist them to institutionalize organizational self-renewal, foster collaboration among faculty within participating schools, and to promote linkage between all member schools. The needs of schools designated as "Affiliates" were met through a variety of strategies including a quarterly newsletter, one-day workshop/conferences, single issue mini-conferences, individual inservice programs, multi-media communication/information packages, and in-depth courses.

Schools participating at the "Associate" level were provided a Network Linking Agent who assisted school personnel to recognize and define areas of need, diagnose problems and formulate objectives, acquire relevant resources, select, develop, adapt and install solutions, evaluate solutions, and diffuse results to other schools in the Network and the state.

Teachers and administrators from eight schools participated in the Associate School Program in its first year. Action teams within those schools developed a range of outcomes as varied as the schools they represented:

- a problem-solving cadre in a parochial elementary school recommended and helped to implement new positions to coordinate curriculum between various grades and began the process of upgrading the school

- a representative faculty group in a regional vocational school took on the problem of improving communication between academic and vocational teachers and through a series of workshops and action-research teams worked with the administration to implement a set of recommendations which went far beyond the original hopes of improving communication

- the principal and assistant principal of a yet to be opened middle school worked to set up a parent advisory committee to provide input into the school's design

All of these Associate Schools had the following in common: a Network Linking Agent worked with the inside helper team, training them in problem-solving techniques and encouraging them to use those techniques in their planning for the future.

Since 1971, the Network has worked with the Montachusett Regional Vocational Technical High School as its LEA of record. Montachusett Director George L. Ross saw in 1971 the opportunity to be instrumental in the development of a statewide network of schools and, therefore, saw it in Montachusett's best interest to support the concept of the Network while at the same time receiving direct services through the Associate School Program. In subsequent grant applications for Title III funds at both the state and Federal level, Montachusett has acted as the fiscal agent for the grant and received remuneration for grant administration even though no direct services were delivered.

Successful in its core Title III effort, the Network continued to seek additional ways to meet the needs of Massachusetts educators.

The Instructional Improvement Specialist Program, instituted in 1973 and also supported by ESEA, Title III and LEA contributions took as its focus the dual goals of training teachers to individualize instruction and effectively employ problem-solving strategies as agents for change within their schools. Twenty-six teachers from four school systems participated in this collaborative training and team-building. The success of the program was evidenced by uniformly positive evaluation results supported by considerable anecdotal data.

Throughout the Network's history, a quarterly newsletter, *inside the NET*, has been published. This newsletter has had as its goal to display the practices of educators so that they may share their day-to-day successes. Through *inside the NET*, the Network has been able to keep participants in its various programs informed of innovative activities throughout the Commonwealth. In recent years, as the Network has expanded its service area to include clients from other parts of the country, the newsletter has served to document and disseminate information about activities such as planning consultation for the St. Paul Public Schools or presenting a conference about educational futures in Montgomery County, Maryland.

In late 1973, as some 37 Title III projects in Massachusetts were completing a three-year developmental phase, the Massachusetts Department of Education set aside $500,000 to support their diffusion. Two of the Network's programs — the Associate School Program and the Creating the Responsive Classroom Program (aimed at helping teachers improve the affective climate of their classrooms) were eligible for within state diffusion.

As Chairman of the Project Directors' Committee on Diffusion, Executive Director of the Network, Dr. David P. Crandall, played an important role in the design and implementation of the diffusion strategy for Massachusetts projects. Four Associate School programs and one Responsive Classroom Program were adopted in Massachusetts. The newsletter continued to disseminate information about these and other Network activities throughout that year.

Thus by the time the announcement was made that Title III, Section 306 monies would be used to support state facilitator projects, the Network of Innovative Schools had developed solid experience in diffusion-related areas via its own product development and dissemination efforts. Furthermore, they had established an organizational history of viewing change both in the short run — the need to solve immediate problems — and in the long run — the need to develop the capacity within the system to seek creative solutions to the ever-present problems in any school organization.

The Massachusetts Diffusion Assistance Project (MDAP) was an obvious next step for the Network of Innovative Schools. It allowed them to integrate their history and experience; it was an opportunity to put their ideas about innovation, diffusion, and organizational change into a single project.

Key Staff

David P. Crandall, Executive Director of the Network was instrumental in the conceptualization and development of the Network, taking it from a fledgling operation at the Center for the Study of Educational Innovations at the University of Massachusetts and building it into the viable non-profit organization that it is today. Prior to doing his doctoral work at UMass, Dr. Crandall worked in industry, both in marketing and in labor-management relations. His joint interests in knowledge production/utilization and organizational change led him to conceive of the Network as an organization that could link school systems to one another and to various knowledge production systems.

When Montachusett received the facilitator grant, Dr. Crandall assumed the position of director of the project 2/3 time while retaining direct supervision of the Network's other ongoing contracts with local schools and social service organizations.

The management of the MDAP project was shared with two other Network staff members. Richard Harris, Director of Special Projects, took charge of day-to-day field operations, supervising the work of the field staff. Dr. Harris, a graduate of Cornell with a Ph.D. in curriculum and instruction and a product of the NTL's organization development program had worked with schools as a consultant and trainer for several years. He directed the Network's Associate School diffusion program and was instrumental in the design of the Instructional Improvement Specialist Program and the Responsive Classroom Program.

Max McConkey, the Director of Client Services, concentrated on the design, content, and distribution of MDAP dissemination materials. McConkey's background included several year's teaching and consulting experience combined with work in journalism. At the Network he had worked in Associate Schools and had worked closely with Dr. Harris on the design and implementation of both the Instructional Improvement Specialist Program and the Responsive Classroom Program.

In addition to the management team, four people shared the field staff positions, and one was the project's communication specialist. The latter, Richard Bumstead, had worked in the Massachusetts Department of Education as well as in journalism and wrote MDAP newsletters, hotsheets, and other awareness materials. The field staff were all skilled in interpersonal relations and change agentry, but varied in experience. John Collins had taught secondary school, specializing in English and reading, and had also taught graduate courses in decision-making and education. Jon Kaiser was a former Title III project director, who had specialized in affective and aesthetic education. Lawrence Terry had worked in an independent school in a variety of positions including teaching and Director of Admissions. Martha Williams had extensive counseling and teaching experience and a background in alternative schools.

Conceptual/Theoretical Framework

Reflecting the Network's overall programmatic thrusts, the Massachusetts Diffusion Assistance Project has followed a diffusion strategy that relies heavily on the use of tested products — the developer-demonstrators — to answer immediate needs while at the same time helping the system to improve its capacities to solve problems through the use of action teams and ongoing technical assistance once the installation of the developer-demonstrator has begun. This strategy reflects a blend of theoretical approaches, drawing on Everett Rogers' classic five-step model for the adoption of an innovation — awareness, interest, trial, adoption, and dissemination — for its overall framework; using Ronald Havelock's concept of linking agent/change agent to shape the activities of the field agents; and borrowing from Matthew Miles, Richard Schmuck, and Charles Jung ideas about organizational change components that will be necessary if the capapcity to continue to change is to be installed along with the adoption of the project.

Against this theoretical backdrop are the realities of Massachusetts which also influenced the conceptual framework and its consequent operational strategy. Between 1966 and 1974 fewer than 50% of Massachusetts cities and towns had been participants in Title III projects. Only 20% had received awards to fund projects. The large majority of projects funded over the nine year period involved non-urban areas, with only 8% of the projects located in the ten largest cities. There also appeared to be a clustering of projects in the eastern half of Massachusetts. Finally, the participation of non-public schools in Title III projects did not reach the proportions suggested by the law. Thus the essentially responsive strategy dictated by the theoretical underpinnings of the proposal was altered somewhat by the introduction of target communities and groups for whom special consideration would be necessary.

Capacity building was also at the root of efforts to work cooperatively with members of the regional offices of the Massachusetts Department of Education. State Commissioner Gregory A. Anrig had given high priority to strengthening these six centers. And the approach of the Massachusetts Diffusion Assistance Project called for the centers to be used for awareness conferences and information repositories thereby increasing their use by practitioners and augmenting the service function role for which the centers were established.

External Communications

MDAP recognized early that the quality of the programs they could bring to Massachusetts schools depended on the National Diffusion Network becoming a viable organization for delivering educational programs from one part of the country to another. Therefore, Dr. Crandall and his two key associates, Dr. Harris and Mr. McConkey, also devoted time and energy during the first year of MDAP to organizational work of the NDN itself.

MDAP's contribution began at the first conference for D/Ds and state facilitators that the U.S. Office of Education convened in Washington, D.C. in July, 1974. It prepared and distributed to participants an informational package describing the Network of Innovative Schools and how MDAP, a project of the Network, planned to proceed in its facilitative role in Massachusetts. At a meeting of state facilitator project directors during the conference, general agreement was reached that a meeting for state facilitators only would be productive. Dr. Crandall agreed to organize the agenda and structure such a meeting, which was to be held in Kansas City on August 23-24. Some 55 state facilitators, Title III directors (from states that had no facilitator project), and representatives from USOE attended the Kansas City meeting. The group broke into subgroups to discuss five major issues which had surfaced from responses MDAP received to a pre-conference communication. Those issues were: What are the elements of a National Communications Network? What should be the relationship between state facilitators and D/D projects? How should state facilitators promote adoption of D/D projects? What are appropriate role assignments for the various actors in the National Diffusion Network? How are state facilitators to be evaluated by USOE?

These discussions have been recorded in a document which formed part of a larger report prepared by MDAP on the conference. The report also included profiles of state facilitator projects — the first compilation of such information — a list of conference participants, and a proposal for regional meetings of state facilitators.

A major contribution of the conference was the opportunity for state facilitators to talk shop with others confronting similar problems in what was essentially a unique endeavor to diffuse educational programs. Many participants found it helpful to share with others what they were doing and to hear about the strategies other states were using.

MDAP continued to be actively involved at subsequent meetings of state facilitators and D/Ds. In addition, Dr. Crandall and his colleagues, along with officials from the U.S. Office of Education, made presentations on the NDN and the diffusion process at national conferences of professional education associations.

* On march 6, 1975, Dr. Crandall and Jon Kaiser, an MDAP staff associate who specializes in relationships with the non-public school sector, discussed the NDN at the Annual Conference of the National Association of Independent Schools. Jean Narayanan, from the Title III office at USOE, and Richard Thomson, NAIS Director of Governmental Relations, shared the platform.

* On March 16, 1975, at the Annual Conference of the Association for Supervision and Curriculum Development (ASCD), members of the MDAP staff presented a session entitled "Schools Looking For Innovations — Innovations Looking For Schools: Getting the Two Together"

* At the Annual Meeting of the American Educational Research Association, held in early April, 1975, MDAP conducted a session entitled "Diffusion As Viewed From the Firing Line." A product of this session was a paper analyzing the responses of facilitators, D/D project directors, adopters, and educational researchers to a questionnaire that presented 25 assumptions concerning diffusion of educational practices.

In June, MDAP organized a two-day conference at their offices in Merrimac, Massachusetts, on the subject of developing incentives for adopters. Some 19 people took part, including Matthew Miles, whose work on educational change is well known, and William Wolf, the outside evaluator of MDAP. Other participants represented the viewpoints of state facilitators and D/D projects. The conference focused on designing graduate level courses for teachers involved in adopting a D/D project.

Evaluation of the National Diffusion Network was another important national concern that Dr. Crandall and MDAP took an active part in. Each funded project in the NDN was expected to undertake an individual evaluation effort, but there had been no decision to fund an evaluation of the overall process of matching successful programs with schools in need through the use of a linking (facilitator) agency. Because the negotiation of a formal contract would preclude data collection until mid-summer, 1975, USOE decided to support an interim data collection effort that would focus immediately on the role of the state facilitator in supporting educational change.

The MAGI Educational Services of Port Chester, New York, evaluators for Project ECOS, were given a sub-contract to collect quantitative data on the facilitation process — number of training sessions held, number of teachers impacted, distances traveled, etc. MDAP received a supplementary grant to document in a qualitative manner the nature of the facilitation process. Three publications were designed:

> Directory of State Facilitators
> Intended primarily for the use of D/Ds, it describes each facilitator project and its diffusion strategy. Published March, 1975
>
> Handbook of Diffusion Tactics
> A compendium of successful techniques contributed by state facilitators, presented in loose-leaf format to allow updating. Published April, 1975
>
> Casebook of Selected State Facilitators
> Description and analyses of the strategies, rationales, histories and philosophies of 13 state facilitator projects. The MDAP case study is part of this casebook. Published October, 1975

With the exception of its 1974 In-state Diffusion Program, the Title III staff of the Massachusetts Department of Education had indicated a minimal interest in the concept of validation and diffusion of existing projects. Multi-year developmental grants had been historically favored. Consequently there was minimal contact between MDAP and the Title III staff during MDAP's first year of operation. Areas of functional overlap and potential inter-dependence were not identified.

Toward the end of the fiscal year, however, interest at the Associate Commissioner level of the Department had been aroused and MDAP staff members initiated planning for active involvement with other bureaus — specifically Special Education and Occupational Education. Moreover, the State Plan for the new Title IV included a section that permitted local educational agencies to file an application for Title IV funds to cover the costs of adopting a project, rather than making funds available solely for developing new projects.

MDAP also plans to work closely with Title III coordinator, Dr. John Reynolds to develop an in-state validation mechanism for three-year projects during the coming year. This is only one of many signs of increasing inter-agency cooperation between MDAP and the Department. Said Crandall, "This was a year for us at MDAP to increase our knowledge of the needs of local school systems and to begin identifying those branches within the Department who could also benefit from the diffusion strategy by piggy-backing our programs onto theirs. In the coming year we will provide more opportunities for members of the Department to find out about D/Ds and how MDAP can stretch the services currently being provided to schools."

Operational Strategy

For MDAP the year was roughly divided into three major sections.

* Gearing up and preparing informational materials about D/Ds, the MDAP project, and the National Diffusion Network.

* Responding to inquiries and initial expressions of interest, as well as organizing and conducting the six regional awareness conferences in January, 1975.

* Negotiating adoption agreements with local educational agencies and arranging on-site visits and training workshops with selected D/Ds.

Awareness

As one of their first steps, the MDAP staff turned towards the task of informing the educational community about MDAP and how it could help schools to improve curriculum by adopting D/D programs. Enough compelling information about D/D programs had to be placed before school decision-makers to motivate them to investigate the opportunity and, perhaps, choose to adopt a program. Since this was such a crucial element in the awareness strategy, MDAP elected to publish its own catalog describing D/D programs.

In late summer, MDAP sent questionnaires to D/D projects asking for information about their programs. Based on the response, 34 D/D projects were selected to include in the catalog, along with 7 other programs that did not have D/D status but which had been approved by the USOE Dissemination Review Panel. "Our decision to include some, but not others, was based on an analysis of the readiness of a D/D project to disseminate its program, and not because the D/D projects met state educational priorities," Dr. Crandall said. "It happens, though, and fortunately so, that D/D projects ready to disseminate — the ones in our catalog — do address the educational needs of Massachusetts as defined by the Department of Education."

In the catalog, entitled National Projects for Local Adoption, information about each project was displayed in a format which included:

* a project abstract
* the target audience
* major program components
* cost
* availability
* goals
* unique features
* adopter requirements

In developing its awareness strategy, MDAP took into account the different constituencies that have an interest in schools and encouraged a broad base of support among those constituencies. The initial awareness mailing, a letter describing MDAP, together with brief descriptions of each D/D project, went to these people:

Non-public principals and headmasters	1096
Public school superintendents	280
League of Women Voters Presidents	116
League of Women Voters Education Chairpersons	109
Massachusetts Federation of Teachers representatives	68
Massachusetts Teachers Association representatives	150
Massachusetts Association of School Committee Chairpersons	200
TOTAL	2019

Each addressee was asked to review the project abstracts and discuss school needs with his or her colleagues. Superintendents, non-public principals and teacher representatives were requested to return response forms indicating which projects held interest. Others were asked to contact their local school directly to register interest.

MDAP received responses from 166 people in the public school sector, representing 86 school districts, or approximately 20% of the school districts in Massachusetts. From the private school sector, which is comprised of some 704 schools, most of them nurseries and kindergartens, came responses from 70 schools or 10% of the total.

Interest

Upon receiving the response form, MDAP mailed the catalog National Projects for Local Adoption, to respondents and to building principals and others who had been identified as key decision-makers. Thus, the catalog was mailed to some 300 people in public schools and 150 people in private and parochial schools. Interleafed in the catalog was a Project Priorities List (PPL) for the respondent to choose not more than five D/D projects to rank. It was assumed that the process of ranking would be a form of needs assessment. The PPL was to be returned to MDAP by each of four persons in public school systems — the superintendent, the principal of the building in which a D/D program was to be installed, a teacher representative from that building, and a school committee person. "One of our unstated goals was to affect the decision-making process," Dr. Crandall said. "We wanted to involve the people who must adapt to a new program being introduced into a school — hence the complicated process."

However, fewer than 10 of the 58 school districts submitting PPLs indicated any difference of opinion. Usually, a district would submit one PPL bearing the signatures of all four parties. In some instances, this indicated that the four parties had indeed agreed on their choice. From the Ipswich school system, for example, four people — an assistant superintendent, two teachers, and a school committee member — came to MDAP offices and spent the day looking through all D/D materials on file, finally selecting Individualized Language Arts as their first choice.

However, a PPL signed by four people did not necessarily indicate that a full give and take communication had occurred among them. In most cases, one person, usually the Curriculum Coordinator, took the initiative and the others were persuaded to concur. "My subjective conclusion from our efforts to get people to talk to each other and to share decision-making is that despite anything we might imagine, schools are pretty much the way schools have always been," Dr. Crandall said. "Administrators take the initiative and make the decisions. Teachers do not see themselves as having the power to take initiative, and community people take their lead from the administration."

To provide supplemental information about MDAP and available projects to educators before the deadline for receipt of PPLs, MDAP arranged a series of six, day-long awareness conferences. The regional offices of the Massachusetts Department of Education provided conference rooms for the meetings. Announcements were sent to all people who had expressed interest in MDAP, followed by selected telephone calls a week before the conference. Altogether, some 97 people attended the conferences, representing 65 school districts. The highest attendance — 23 people — occurred in the Worcester Regional office; lowest — 4 people — in Springfield.

The presentation at the conferences included an overview of the National Diffusion Network and MDAP's role within it, and a summary of D/D programs. MDAP staff also explained the procedure and the adoption process itself. Particpants were then invited to review the materials describing D/D programs and address any questions they might have to MDAP staff. At these regional conferences, MDAP first mentioned the fact that up to $1500 was available to adopting school districts to cover the costs of sending teachers to D/D sites for visitation or training, or the costs of materials reproduction. The exact amount of money available had not been mentioned in the original mailing. Dr. Crandall said, "We did not accentuate the $1500 as an incentive to adopt. However, we did point out that the actual cost of the package of services they would receive from MDAP towards the adoption of a D/D program could run anywhere from $3000 to $7000, depending upon the nature and amount of technical assistance provided by MDAP staff."

MDAP did not promote any particular D/D projects. "We wanted to build early support for projects to assure the program would stick," Dr. Crandall said. "If four people representing various constituencies within their community could get together and agree that a project did indeed meet a priority educational concern as they saw it, then that was good enough for us." MDAP field staff did work with schools after their initial selection to provide them with sufficient materials and to help them analyze the school's needs so that the school's final choice would be a sound one. "We've taken a strong position all along that we intend to make the matching process an intelligent one by getting a sense of a school's capacity for a D/D program and whether the D/D program fits that particular school," Dr. Crandall said. "We expect to fully participate in such decisions, not to shove anybody off, but to make sure there's a fit. That's one of our functions."

Some 58 schools or districts — 37 public institutions, 21 private — followed the process through to the point of submitting at least one signed PPL. After negotiations with MDAP staff, and after determinations by the staff that the D/D projects could provide the training when requested, some 45 schools or districts signed adoption agreements and have begun the process of adopting programs. This number was twice again as many as MDAP estimated in December, 1974, when it filed a revised grant application and budget, projecting 10-20 adoptions. It came to close to the bottom range of the projection in the original proposal of 45-100 schools.

Of the 45 school systems (some adoptions are district-wide, others include only one school), 24 are public, 7 are private, independent schools, and 14 are parochial schools.

The fact that nearly half of the adoptions occurred in non-public schools is especially noteworthy. MDAP staff believes that their success in this area is in part due to the Network of Innovative Schools' past successful experiences with the non-public sector, and in part due to MDAP's strategy for involving these schools. Instead of relying upon the public schools to inform the private schools in their vicinity about MDAP and the opportunity to participate in a D/D program, MDAP sent an awareness package to the building principal of each non-public school offering the option of adopting a D/D program directly without being required to hook-up with a public school. This strategy was "precedent setting" according to the Title III National Advisory Council, which praised MDAP for its record in securing the participation of non-public school students in D/D programs in a publication entitled The Non-Public Schools and ESEA Title III, April, 1975.

Trial

Upon receiving PPLs, MDAP began the next phase of their strategy — creating clusters of schools adopting the same D/D project. This was seen as important not only for achieving economy in training and administrative arrangements, but, more significantly, for creating support groups where people involved in adopting new programs could share problems and successes. In fact, some schools were asked to adopt their second choice so that a cluster could be formed. Most were amenable, and of 45 adoptions only 4 are single school adoptions.

In February, MDAP began calling D/D projects to request that Massachusetts schools be accepted as adopter schools and to arrange training schedules and other details. It was somewhat late in the project year to be doing that. The training schedules of many D/D projects had almost been filled by earlier calls from other state facilitators, many of whom pursued the strategy of booking D/Ds for training or awareness workshops fisrt, and then generating an audience. MDAP, on the other hand, had focused on building support for adopting a D/D project before making any arrangements. "It was a very high risk strategy," Dr. Crandall said. "From the July meeting in Washington of all the actors in the National Diffusion Network, at which we came on like gang-busters, until February, MDAP had little direct communication with D/Ds. Many felt that we had arbitrarily chosen to ignore them. It wasn't that. We were building support for a project so the probability of its sticking would be greater. By the time we brought in a D/D project for training, the adopting schools were ready to go."

In some instances, it was not possible for a D/D either to come to Massachusetts to train or to find room in their own on-site training for Massachusetts adopters. MDAP then asked that their own staff members be trained so that they could, in turn, train Massachusetts people. Such training has happened with four D/D projects. Dr. Crandall and his staff believe it has worked out well. Dr. Crandall explained, "Our staff have had considerable experience with inservice training, so they have been able to present a D/D's training program in ways most worthwhile for teachers."

Prior to training, a document called an Adoption Agreement was signed by each adopting school, the D/D involved, and MDAP. It was sometimes a problem to get schools to sign too firm an agreement before they had experienced the project. A document was developed which allowed a school to decline to adopt if the training indicated that the project was unsuitable for this particular school. So far, no school has taken this option.

Adoption

Once a school had been through a trial adoption of a program — and in most cases these trials were simulated as a part of the D/D training — the MDAP field agent worked with the key contact person in the school or district to develop an Installation Plan. This plan was, in effect, the contract between MDAP and the adopting school. The school agreed to implement the D/D in a certain manner as stipulated in the Installation Plan and MDAP agreed to provide the necessary technical assistance in order for the program to be adequately adopted. Included in the Installation Plan were the following:

1. Program objectives for the adopter school

   These objectives were especially important when the adoption represented a major adaptation of the original D/D project.

2. The mechanism for evaluation of the program

   Each school that adopted a D/D program or adapted one was expected to evaluate the results. This evaluation was an important part of the technical assistance given to the adopter.

3. Provision for inter-school communication

   Because of the distances between most D/Ds and Massachusetts adopters, MDAP in its facilitator role helped each school keep in touch with other schools who were adopting the same program in order for them to share experiences and gain insights from each other.

4. Provision for intra-school communication.

   In addition to the identification of other teachers who would also receive training in the use of D/D materials and practices, each school was expected to devise a plan to keep all teachers informed about the progress being made on the new program's development.

5. Communication with parents and community

   This critical step, often ignored by educators until too late, was planned for in each adopting school just as the adoption was getting underway. In schools where there was expected to be a great deal of change, parents were informed almost immediately.

6. Technical Assistance Schedule

   Depending on the complexity of the innovation and nature of the problems of a given adopter, an individual schedule for providing technical assistance was developed. Technical assistance help has ranged from as little as one half day per month to two or three days per month, through June, 1976.

When asked why so much emphasis was being placed on technical assistance, as the key to adoption, Dr. Harris observed: "Many people that we have talked to are equating training events with adoptions of programs. From our experience at the Network of Innovative Schools prior to becoming state facilitator we noted that the training was the easy part both for us as the trainers and for the participants as 'adopters.' We found that we were most successful when we could meet with teachers to help them plan for the application of the D/D training program. The risk is in changing behavior, not in attending workshops, and technical assistance comes in when the risks are being taken."

Dissemination

MDAP relied primarily on two publications to disseminate information about D/D adoptions. *inside the NET*, the newsletter of MDAP's parent organization, the Network of Innovative Schools, carried feature stories in its winter and spring issues. These stories highlighted major MDAP activitiesand identified those schools that were participating. The *MDAP hotsheet* was also published twice during the spring of 1975. The purpose of this mini-newsletter was to turn out quick summaries of activities in adopter schools. Dr. Crandall explained, "*inside the NET* takes a great deal of time and effort to produce as any good newsletter should. But we also wanted to get something to those adopters to let them know that they were not alone. We needed to do it in a quick and dirty fashion. So we designed the *hotsheet*. The *hotsheet* is written by MDAP field agents, typed onto an 8½ x 11 sheet of paper, xeroxed and mailed. Turn around time and expense are minimal, but visibility for the adopters is there."

Evaluation

MDAP was evaluated by W.C. Wolf from the University of Massachusetts, a diffusion researcher. The evaluation, designed to be formative, collected information on the extent to which MDAP's goals were being reached. The focus was primarily on awareness and adoption activities. Dr. Wolf conducted mail and telephone surveys of random educators throughout the state. On-site surveys of personnel in adopting schools were also carried out.

Wolf's findings were summarized in three separate reports. His conclusions and recommendations roughly parallel those of Crandall and Harris which are presented in the following sections of this study.

Strengths

In MDAP's first year of operation, over 45 schools had completed training in a developer-demonstrator project of their own choosing and, having committed themselves to adopting the project, were working closely with MDAP staff to achieve a successful adoption. Dr. Crandall and Dr. Harris identified the following strengths in their first year's operations:

1. Personal contact with schools was important and was made possible both by placing philosophical emphasis on it and by having sufficient staff. Through personal visits and regional awareness conferences, MDAP was interpreted to schools by field agents. Once training had been undertaken, field agents worked closely with the adopting schools.

2. The diversity of background of the facilitator staff made it possible for MDAP field agents to train Massachusetts educators in four of the D/D projects, having first been trained by the D/D staff.

3. The catalog of D/D projects which MDAP produced relatively early was complete enough to make it possible for schools to choose projects without needing additional information.

4. The decision-making process, encouraged first by the PPLs and reinforced in subsequent contacts between field agents and adopters, set the expectation that teachers be involved in the change process from the early stages. Thus, the adopting schools are now committed to the adoption and the people most involved (the teachers) are willing and able to implement the adoption.

5. Past experience of the Network of Innovative Schools with schools in Massachusetts may have contributed to the credibility of MDAP's printed materials and definitely was an important factor in the credibility of the project as a whole. The Network has had a history of successful work with many schools and school systems and MDAP was a project consistent with the Network's past work. In the case of the Catholic schools which became involved in the facilitation process, for example, nearly all had had previous experience with the Network.

Shortcomings

1. Although a 10% response on the blanket awareness mailing could be considered good, MDAP staff were not happy with it. In addition to their own feelings about it, the evaluator suggested that they rely on more than written materials to achieve awareness of MDAP among Massachusetts schools.

2. Asking schools to sign adoption agreements prior to training was a mistake which had to be corrected in the middle of the year. Schools were reluctant to commit themselves to an untried project, so a modified form of agreement was drawn up.

3. Not having goals for geographic areas resulted in working with those schools who were able to respond and mobilize themselves quickly. Therefore, MDAP did not achieve their own goal to reach more urban schools or Western Massachusetts schools.

4. MDAP staff concentrated too heavily on full adoption of a D/D last year without legitimizing other levels of involvement such as using D/D materials as a resource in curriculum planning.

Anticipated Changes

1. In the upcoming year, MDAP will continue its blanket mailings to superintendwnts, but will add targeted mailings. Curriculum coordinators and principals have been identified from last year's evaluation as "action people" and will receive special letters, as will Title I Directors. An additional component in Special Education has been added and will receive special attention in the coming year, including extensive cooperation with State Special Education personnel.

2. Emphasis will be placed on involving more people throughout the state in the dissemination/diffusion effort. Goals will be set for geographical distribution and special afforts will be made to secure adoptions in urban and rural schools and other schools less able to compete.

3. It will be possible for schools to be involved at different levels, i.e., rather than needing to commit themselves to full adoptions, schools will be able to participate at the level of awareness or of purchasing materials if that better suits their needs.

4. Rather than using forms to insure shared decision-making, meetings will be scheduled with representatives of the various constituencies in a school and MDAP staff.

5. Schools which are now successfully adopting projects within Massachusetts will be used as demonstration sites.

6. Because most of last year's adopting schools will be installing their D/D programs in the fall of 1975, MDAP will provide technical assistance services, as outlined in individually-negotiated Installation Plans, during this critical fall period. Considerable staff time and resources will be assigned to this activity.

Future

The Network of Innovative Schools was started to perform a facilitator-function. For the last six years they have been linking people to people and people to resources through their newsletters, conferences, and most successfully through their field agents. They were in existence prior to the creation of the National Diffusion Network, and they are optimistic about continuing to perform their services in the event that support for the NDN should dry up at the Federal level. "There is no doubt in my mind that the NDN, still in its fledgling state, has had a major impact on education," Dr. Crandall said. "We intend to do what we can to see that it exists long enough to have a fair trial as a system for delivering educational innovation to the classroom."

Generalizations

The following generalizations seem to capture the learnings from the first year of the Massachusetts Diffusion Assistance Project:

* Insights are a dime a dozen, but change is hard work.

* People need to be reached in a variety of ways. Mail is the most efficient, but not necessarily the most effective. Many potential adopters rely heavily on knowing what others in their region are doing, on the reputation of the facilitator, and on the advice of their colleagues.

* Systems which operate with shared decision-making will use it automatically to respond. Systems which do not will subvert a process which calls for it unless that process is monitored closely.

* The professional competence of the facilitator staff is critical to establishing confidence in potential adopters.

* Adoption is only beginning when the training is over.

* In order to get an adoption started in a system, you have to start at the top; in order to make it work you have to support it at the bottom.

EXCHANGE: A Minnesota State Facilitator Project

Minneapolis, Minnesota

The Teacher Center, a collaborative effort between the Minneapolis Public Schools and the University of Minnesota, provides an educational delivery system for community and school personnel in the Minneapolis Public Schools. A number of unique services and programs have grown out of this umbrella organization which serves as a responsive agency to foster and support the continuing development of public and non-public schools and their staffs. The Teacher Center exists as a linking system for the purposes of:

1) developing more comprehensive teacher training programs at the undergraduate and graduate levels;
2) providing a system for identifying and responding to in-service needs for elementary and secondary school personnel;
3) developing a service and information center, and professional library to serve school staff and community as they seek out programs, products, and research which can fill identifiable needs.

It is within the context of purposes two and three that THE EXCHANGE, a Minnesota State Facilitator Project, began as a further extension of the Teacher Center. It was recognized that the Teacher Center, as a dynamic, non-regulatory service center, would be integral to the visibility, credibility and acceptance of a national diffusion effort. The Assistant Commissioner of Education, (Division of Planning and Development), Minnesota State Department, invited the Center to write a proposal for the State Facilitator Project. Two other centers of activity were invited to submit proposals, and three State Facilitator Projects were subsequently established in Minnesota. THE EXCHANGE target population is the school districts in the seven county metropolitan area (Development Region 11), and the eleven county area designated as Development Region 10. Within this geographical area are 57% of the public school and 68% of the non-public school students enrolled in Minnesota schools. In order that each project would have its own decision-making mechanism, each State Facilitator Project has administrative autonomy.

Key Staff

The overall responsibilities of the project are a shared concern of both professional staff members. Diane Lassman, Project Director, has experience and expertise in program planning, curriculum development, community involvement, and alternative education. Hers is a halftime position with the remainder of her time spent as a Teacher Center Staff/Program Development Specialist. Ellen Meier serves in a full-time position as Dissemination/Diffusion Coordinator with interest and experience in educational change processes, curriculum planning, and alternative schools. Iva Broin, project secretary, has dual responsibilities to THE EXCHANGE and the Teacher Center.

The project reports to the Director of the Teacher Center who advises, directs, and advocates. He in turn reports to both the local education agency and the University of Minnesota through the Teacher Center Administrative Committee. Because of the cooperative nature of the Teacher Center itself, and its relationship with THE EXCHANGE, the Teacher Center Director and the Facilitator staff members form a collaborative unit allowing the Teacher Center Director to serve as a supporting force for the project.

The Facilitator Project has a separate advisory board. The group is composed of regional representatives from the educational community. Membership includes representatives of various school roles (teacher, principal, parent), both public and non-public. The board serves as a review panel for proposals submitted for funding toward training and visitations from potential adopters. Its task is to review and discuss the proposals using a variety of criteria (e.g., need, support for the project, viability) and make recommendations for funding. The board provides the project broader exposure, as well as input from the diverse audience that it represents, and thus serves as a project link with the educational community. Those submitting proposals are in turn given a mechanism for refining those issues most relevant to exploring a change of programs within their schools.

The project's physical location within the Teacher Center allows the Facilitator Project to serve as a resource to the Teacher Center and to engage the assistance of the Teacher Center staff and their many diverse resources. Services and activities provided by the Center are also made available to the Facilitator Project's clientele. Resource people who have assisted the project in its dissemination/facilitation process are drawn from the Teacher Center, the College of Education, the University of Minnesota and the State Department of Education. Their involvement has extended awareness activities, training, and ongoing adopter support services.

Operating Style

Core staff communications have been informal and frequent at THE EXCHANGE. Internal operations have been very closely interrelated with the Teacher Center where there is a constant sharing of roles, activities, and responsibilities.

Conceptual/Theoretical Framework

Linking peers has been recognized as a critical factor in generating and sustaining changes in schools. Accordingly, creating and maintaining such linkages has had high priority in getting the units of the national Network established. THE EXCHANGE is one of these intermediary units, in which developers of proven curriculum/program practices are linked with school-community groups of comparable status (e.g., administrators, teachers, staff).

THE EXCHANGE placed special emphasis on accomplishing increased communication and interaction between the actors in the Network; individualizing the change process for various kinds of school clientele was considered to have overriding importance in all phases of its activity. In order to bring this about, THE EXCHANGE has assisted school personnel in articulating their needs and in planning for collaboration in programs of school change. Several categories in which this can be effected have been identified including organizational development, personnel development, political process, school finance, and "knowledge, production and utilization" practices.

THE EXCHANGE defined four patterns of action through which these categories of needs and services can be achieved. It has acted as:

1) a linking agent between users and resources;
2) a broker for increasing awareness resources and services;
3) a facilitator in initiating change and in developing skills needed for effecting change;
4) a stimulator in program planning and problem-solving.

Although the activities of THE EXCHANGE can be represented as a chronological process, there are distinct stages which can be identified. The client groups involve themselves with the Facilitator staff in these stages at different points and in different modes, depending on readiness, size, goals, financial capability.

From the perspective of THE EXCHANGE, the process is structured with a time frame and entry into stages that can respond to the needs of many client groups. That is, activities to meet several Facilitator Project goals/stages are conducted simultaneously and continuously.

The following three stages summarize the major categories of the project activities:

1) Dissemination

   a. To create awareness in public and non-public LEAs of the Diffusion Network and its components.

2) Pre-Adoption

   a. To assist public and non-public schools/districts in the matching of needs and interests with Diffusion Network resources.

   b. To facilitate the process leading from initial developer-demonstrator selection to adoptions.

3) Adoption

   a. To support adoption of the selected D/D projects within adopter systems.

   b. To recycle the process for other schools and districts, thus increasing Facilitator Project diffusion service.

External Communications

Building and sustaining diffusion capability within the region/state was a major goal of the Facilitator Project. Collaboration with a varied population was thus seen as essential in supporting this aim and in providing a "multi-level" delivery of services.

D/Ds

The project communicated with developer-demonstrators on an informal basis, via telephone and letter as the need arose. Being cognizant of the solicitation and compilation of information by other projects, e.g., Massachusetts and Florida, and the burden that would be placed on the D/Ds by another survey, the project staff chose not to engage in this activity. The Project staff, however, found communication with D/Ds effective, comfortable and fruitful.

Other State Facilitator Projects

THE EXCHANGE staff found it critical to maintain on going communication with the other two Minnesota Facilitator Projects located in the Southwest and North Central regions of the state. This took the form of joint staff meetings every six to eight weeks throughout the year. Cooperation on a variety of activities was mutually beneficial. An example of a joint effort is the establishment of a tape bank of follow-up recorded interviews with the Minnesota educators who visited D/D sites. These tapes, containing the activities of Minnesota visiting teams, were housed at each Project. A working agreement was developed whereby visiting teams from one Facilitator Project, upon return, could communicate with other Facilitator Project teams who had visited that particular D/D site. Thus each project was kept informed of each other's D/D site visitation activities. Staff and/or clients from one Facilitator Project were invited to participate in the D/D training and awareness activities on another Minnesota Facilitator project. The three State Facilitator projects have jointly considered issues involving their future, interrelation with State Department goals and directions, the future of national diffusion, and other areas of mutual concern.

National Diffusion Network

The project staff, in the beginning, felt that it was important that they communicate with other State Facilitators beyond Minnesota and made management and fiscal arrangements to support this decision. The staff participated in the national conferences, and found this involvement to be valuable and informative. The project has also participated in an informal information exchange through the National Institute of Education. The staff sees their national involvement as important to the maintenance and development of a broader awareness of diffusion/dissemination work throughout the country.

State Department of Education

Communication with personnel of the Division of Planning and Development, Minnesota Department of Education has been ongoing. Their assistance has been supportive and their knowledge a critical factor as educational diffusion efforts expand.

Early in the project, the staff of the three Minnesota Facilitator Projects interacted with the Division of Curriculum of the Minnesota Department of Education. This division is primarily field-based, with established credibility, and served as an effective awareness vehicle for the project. A supportive relationship was developed that serves as a viable link between local schools, and the State Department of Education and USOE.

Operational Strategy

From the beginning of the Facilitator Project, two groups of educators were "visable" to the project staff: 1) those who had a clear interest/need for specific Developer Projects and wanted to engage immediately, e.g., many in this group were familiar with the Minnesota developer-demonstrator projects, St. Paul Open School and Focus; 2) those who had distinct interest/need and wanted to learn about and determine interaction with developer projects that appeared to offer programs that might fit their needs.

A third, larger group, was not "visible" to, or familiar with either the State Facilitator Project of the developer-demonstrator projects. The following awareness activities were designed to make contact with this third group.

Prior to September the project staff sent a general mailing to all school district superintendents in the southeast region. This mailing included a letter introducing the project, a listing of D/D projects and a form to be returned. Instructions were provided for the superintendent to return the completed form if he/she wished to receive further information, indicating those areas of interest. The same information was essentially repeated a month later to all school principals in the region, along with a poster for teacher's lounges. Again, a response mechanism was included in the letter to the principals, and tear-off sheets were attached to the poster for the teachers.

By the time this mailing was completed, the project staff had received additional D/D information on the National Diffusion Network projects, and were thus able to respond with more information to those who returned the initial card. Responding superintendnets, principals and teachers received descriptions of all the D/D projects.

Simultaneously, with this initial awareness mailing to the three different levels — teacher, principal, and superintendent — the project staff and other Teacher Center staff conducted awareness presentations and exhibits to professional groups

These exhibits and presentations were carefully selected to reach a variety of audiences and included: The Minnesota Education Association's fall convention (teachers), St. John's pre-fall administrators' conference, "Whose Schools," (a regional community convention), the statewide PTSA convention, and the National Association of Elementary School Principals. Materials from the project were also used and explained at a Superintendents national meeting and at Minnesota Week in Washington, D.C.

During the initial awareness stage, the Project increased communication with the Minnesota Department of Education Curriculum people. This staff's knowledge of the schools and districts in the region served by THE EXCHANGE enabled them to serve as an important part of the awareness process.

By late October the project had received the D/D catalog from the Massachusetts Diffusion Assistance Project. A complete copy was sent as follow-up to the descriptive paragraphs received by each person who responded to the first mailing and/or poster tear-off. Included with the catalog was another return postcard requesting the person to prioritize the projects of interest, and an invitation to visit the Facilitator Project site to review available materials.

By mid-November the project had received and clustered 2,000 responses resulting in D/D project lists with interested persons on each list. Coupled with this awareness strategy, the Project staff utilized an informal network of targeted individuals and groups, known to the staff, whose interests releated to particular D/Ds or cluster areas. With the help of the Teacher Center Director and staff, State Department personnel, and key regional curriculum and administrative personnel, the project identified those educators who were active in particular curriculum areas, contacted them by phone and mail, and invited them to scheduled conferences.

Completing this awareness process, was the utilization of the mass media. Articles concerning the National Network and the Facilitator Project appeared several times during the year in regional, metropolitan and the State Education Agency's educational newsletters. The Christian Science Monitor, published in April the results of an interview with the project director about the National Diffusion Network.

Two five-minute radio spots on the school district-operated radio station, along with a thirty-minute interview with the Project staff and the Teacher Center Director, were developed. The three activities were the result of a cooperative effort between the Project, the Teacher Center and the Southeast Alternatives experimental schools.

To summarize the preceding awareness activities, school personnel became involved through the following activities: 1) teachers were involved by returning the poster tear-off cards, 2) superintendents, principals, and other administrators became involved by returning the card indicating interest, through phone contact because of known interest area, through teacher involvement in the building, or district, or because requirements of a particular developer-demonstrator project called for an administrator's participation.

The second phase of the awareness process conducted by the Project was characterized by a decision-making process. In light of the D/D requirements the Project wanted to know what conditions needed to be met for the adoption process to be successfully facilitated. A variety of activities were designed so that the staff could attempt several procedures and assess their outcomes.

In order to make a support system available to facilitate the adoption process, resource personnel were drawn from the Teacher Center, the University, the State Department, and the school districts. D/D-specific awareness conferences were conducted and were attended by interested school personnel, identified resource persons and other invited participants. The conferences resulted in identifying those individuals who were interested in exploring D/D visitation and training, and matching these groups with the identified resource persons. An equally important goal at this stage was to assist in the matching of needs/interests with resources. This pre-adoption/trial phase was seen as synonymous with "demonstration" opportunity.

The project staff believed it important for school systems to consciously match their needs and interests to the projects available in the Network, in order to make an informed choice as to which, if any, of the projects were suitable. To support this process, meetings were held with interested educators to discuss D/D projects and to clarify the viability of a potential relationship between the D/D project and the LEA.

The project also maintained "after school" hours, until 5:00 p.m., and during the months of January and February provided Saturday morning hours. The matching of needs and interest was one of many topics discussed with educators and citizens who dropped in or phoned during these times.

To facilitate the process leading from initial D/D selection to adoption, the Project conducted a variety of activities. The first was the arranging of visits to D/D Project sites to observe and/or train. As possible, a staff member of the Facilitator Project or a resource person accompanied a team on the visitations. When this was not possible, one team member had expertise related to the D/D Project and responsibility for facilitating team discussion and planning for dissemination of D/D Project information to LEAs in Minnesota.

Training sessions were managed by the Facilitator Project staff. When agreed upon between State Facilitators, D/D, and selected trainees, some members of trainee groups became in-state "auxiliary trainers" for a specific project, thus extending and supporting awareness, pre-adoption and adoption activities in the region.

The Project had some success in fostering regional cooperation among educators interested in a particular D/D or in a "cluster" (e.g., alternative education) to provide mutual support, share resources and establish an outside audience to discuss areas of success and concern.

Finally, when possible, participating trainees obtained University of Minnesota credit for their work, or documentation that might be used toward obtaining state accreditation. This served a dual purpose of involving university personnel and providing concrete rewards for those engaging with a project. To complete the process from awareness to adoption, ongoing planning assistance was provided. The staff supported this effort through goals clarification, program planning, staff development, and materials that served to broaden an adopter's understanding of a D/D project.

During the year the preceeding activities resulted in the adoption of nine different D/D projects by twenty-seven varied groups. Four of the nine adopted D/Ds were adopted on a statewide or regional basis.

Evaluation

Underlying project activities is the question of the viability of a Facilitator Project, in this case a regional one, to support innovative efforts. How valuable is the Project to adopters? How valuable is it to developer-demonstrator projects? How valuable is it in facilitating the match between D/D projects and adopters and in providing ongoing linkage?

The evaluation design for the Project was based on the need to develop an information base for decision-making purposes. The project has been highly process oriented with alternative approaches applicable to differing project participants. The evaluation plan provided an information base about the project and its participants. The development of accompanying case studies documented and analyzed the experiences of participants.

Dr. Russell H. Schmitt was the evaluation consultant to the project and was responsible for conducting or monitoring all phases of the project evaluation.

For year two an evaluation design relative to process and product objectives will be developed with assistance of the R&D Department of the Minneapolis Public Schools, in cooperation with the other Minnesota Facilitator Project Directors and a representative from the Minnesota State Department of Education. Information will be gathered and organized according to the Stuffelbeam model dimensions of context, input, process, and product.

Strengths

1. Collaboration and cooperation among regional resources, Network projects and State Department personnel have been an overriding strength of the project. Linking into regional services has allowed THE EXCHANGE to provide a variety of services to match the individual needs of LEAs with D/D project designs. Those D/Ds who have worked with THE EXCHANGE have been flexible and adaptable in meeting regional differences of interested LEAs. D/D workshops, training programs and curriculum materials have all been of high quality.

The comaraderie enjoyed among Network personnel has enabled an easy exchange — the sharing of operational models, working papers and ideas galore. The Minnesota State Department of Education has given their support and cooperation on a variety of levels. All of these working relationships reinforce the cooperative model exemplified by the Teacher Center, and extend the capabilities of each of the component parts.

2. Because of cooperative links established within the state, THE EXCHANGE has been able to build an informal in-state network for dissemination/diffusion of the resource people and institutions which support and build the responsiveness of THE EXCHANGE.

3. The State Department, and the Minnesota Advisory Council, has established a funding category under Title IV, Part C for replicating D/D projects and state validated projects. This additional funding source provides a much needed resource for those schools and districts adopting programs cleared by the Joint Dissemination Review Panel.

4. This year's experience has shown advantages for all parties involved with the Facilitator Project's Advisory Board. The Board has provided the Facilitator Project broader exposure and input from the diverse audience the Board represents. Members of the Board in turn have become increasingly involved in the variety of educational issues related to educational change. For the potential adopters, the process of articulating adoption procedures and other innovation-related strategies is often a very helpful and important procedural step. The exchange of ideas and strategies between the Board and potential adopters provides the proposers with additional perspectives and suggestions.

Shortcomings

The project should be expanding in response to the increasing regional involvement with THE EXCHANGE, however, the level of project funding has inhibited such growth. The one and one-half person staff has limited field time, an essential element in building and maintaining a full-fledged regional resource network. With additional funding for staff and D/D project visitation, greater strides could be made in the collaboration process.

The overall timing of the Network made it difficult for many D/Ds to simultaneously organize packet materials, training workshops, visitation and adoption and evaluation agreements. THE EXCHANGE experienced some difficulty in creating initial awareness for those D/Ds who were not yet ready for the "onslaught." A start-up time for the D/Ds would have eased the time lag between State Facilitator requests and D/D response.

Anticipated Changes

THE EXCHANGE has made plans for the following changes in their program activities during the 1975-76 continuation year.

1. Through the Teacher Center Board, interdisciplinary curriculum resource personnel, working as liaisons with the Teacher Center, were funded to work part-time with THE EXCHANGE project. Their involvement with awareness and pre-adoption activities will help in the continued building of common interest groups to serve as formal and informal support groups.

2. The State Department of Education has defined a full time Dissemination Officer position. The responsibilities of this person are expected to support and extend the State Facilitator capabilities.

3. Replication grant money will enable the adopting projects and THE EXCHANGE to give the care and attention needed to carefully implement D/D projects in the region. The sanction given to the adoption process with the introduction of these funds is an important statement for the National Diffusion Network.

4. Dissemination channels will include an in-state computer consortium. D/D project descriptions will be entered and recalled through a sorting process which allows users several choices, including curricular interest area, target age group, and school setting.

Future

1. THE EXCHANGE would like to continue and elaborate working agreements with the Minnesota State Department of Education in regard to the evolving inter-relationships between the two agencies, with their separate and shared responsibilities.

2. As project adoptions develop, mature, and take ownership of the programs replicated, it is necessary for the dissemination process to recycle. THE EXCHANGE sees a need to develop more extensively, secondary demonstration and/or training sites which can support and expand the capability of the original D/D. The preparation for developing such secondary centers is also a healthy articulation process for a program recently implemented.

3. A need perceived by both THE EXCHANGE and various regional adopters is the development of clearer procedures for pursuing adopter evaluation methods. Formative evaluation, in particular, serves a very necessary purpose for trial adopters.

Generalizations

> It is hard to imagine a communication system in an advanced society that is more underdeveloped than that which exists in American education. It seems unlikely that substantial progress toward school reform can be made until the traditional isolation of teachers from one another, the isolation of schools from each other, and the mutual isolation of schools and knowledge-producing institutions is superseded by a far more elaborate communications network.
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> Anderson, L., School Reform, Educational Change and Public Policy, Final Report and Recommendations of the Summer Institute on the Improvement and Reform of American Education. U.S. Gov't Printing Office, Washington, D.C., (1974).

This quotation was included in the original document proposing that THE EXCHANGE be established, in order to draw attention to two interlocking problems facing not only American education, but societies everywhere: collaboration and communication. THE EXCHANGE staff is concerned about the forces that mitigate against cooperation and communication in education, and believes that a strength of the National Diffusion Network is its ability to come to grips with these tough questions. Examples have already been cited of the effort of the staffs of THE EXCHANGE and the Minneapolis Public Schools/ University of Minnesota Teacher Center to build educational cooperation and diffusion. What follows is a list of opinions and impressions which cover a few of the ideas considered this year. They raise some questions, begin to answer others, and form the nucleus of on-going dialogue at THE EXCHANGE. Many people have elaborated these ideas in writing, and where the articles and books which have influenced the staff are available, the authors' names are included.

* Change in education has many dimensions and no single component can change without affecting other components. Facilitation is "orchestration." (Sam Yarger)

* Implementing a new project in schools or school districts involves mutual adaptation: it is necessary for the project to adapt to the local system and for the local system to adapt to the new project. The following strategies support mutual adaptation: 1) adaptive planning, 2) staff training keyed to the local setting, 3) local materials development, 4) the establishment of a "critical mass" of project participants. (Paul Berman, et al)

* A "linear industrial model" is inadequate as well as inappropriate for educational improvement. Knowledge cannot be wholesaled/retailed. Programs for changing a school must be based in mutuality and exchange.(Charity James)

* Where communities and teachers together collaborate to suit schooling to children instead of the other way around, teachers' centers have prospects to survive and thrive. (Kathleen Devaney)

* Education is endowed with substantial resources; several programs are evolving that reduce unnecessary competition among the different constituencies in the educational enterprise. More articulate models of collaboration and more serious attempts at accountability are very much in evidence. (Kenneth Howey)

* National Diffusion Network personnel help people to help themselves. Those whom change affects provide the major energy and give shape to the change.

* The best leadership in education has confidence in people's good sense and in their abilities.

* Effective change is a very democratic process. No one can successfully ram home change in education. The medium remains the message.

* Educational institutions tend to reward individual rather than programmatic efforts, even when they admit the need for cooperative development. Rarely are groups of people rewarded for developing a superior program. (Sam Yarger)

* Textbook adoption and curricular decisions are frequently made without consulting teachers, parents, or students. To a large degree, educational change policy has been determined by economic, political, and psychological criteria.

* Planning for change must involve as many as possible of those who will be affected. Faculty, staff, parents, and students have a reasonable expectation to be informed, and to have opportunities to participate in the deliberations. (John B. Davis)

* "There is no one who controls education to the extent that they could make the decision on whether to teach geometry or not. Education isn't really a system. It's a kind of network." (Dwight Allen)

* We have many important educational questions that haven't been researched and two centuries of experience and success that is not well analyzed and synthesized, let alone shared. A recent study estimated that we have about 75 percent of the researchers that we need, 15 percent of the developers, and only one percent of the disseminators." (Paul Hood, Nancy McCutchan)

* "Very few people are professionally trained to build upon research findings or to market good educational ideas. In sum, practitioners have serious needs, researchers have been working on these needs, but very few have been concerned with bridging the gap between the two. We need to find more effective ways to get what works into the classroom." (Allen Schmieder)

The National Diffusion Network is getting the workable into the classroom. It addresses two major problems in American education — collaboration and communication. The Network needs and deserves the same kinds of support its leadership exchanges with schools: trust, time, and money.

PROJECT FACE

Columbia, Missouri

When Thomas Odneal, Director of Missouri ESEA Title III learned that a Federal grant would be available for a facilitator project, he asked the Columbia school district to submit a proposal. Mr. Harold E. Steere, Assistant Superintendent in Columbia, agreed to submit a proposal although he had had little prior experience with diffusion or dissemination. When the grant was awarded, Ms. Jolene Schulz was hired to direct the facilitator project.

Ms. Schulz was hired only 3 days before the July orientation conference held in Washington for facilitators and developer-demonstrators. She was new to the field of diffusion/dissemination herself but spent her time in Washington learning all she could. Missouri's Title III Director, Mr. Odneal, was at the conference and took the time to go over the proposal at length with Ms. Schulz and to answer her questions. He and Marion Wilson, a Missouri developer-demonstrator, were extremely helpful in orienting Schulz to the scope of her new job. Her conversations with these two and with other state facilitators made the conference a valuable learning experience for Schulz.

When she returned to Missouri, her first task was to re-write the proposal to operationalize the concepts it contained and to revise the budget while keeping within the original allocation. Through this process she was able to solidify some of her ideas and began to feel that the project was her own.

One first step was to choose a name for the project. FACE, an acronym standing for Facilitator Assistance for Curriculum Evaluation was the name selected. In addition, the word could be used in a logo for publicity purposes which could incorporate children's faces.

FACE is located in the Columbia school district in the Douglass School. Being located in an LEA, with the LEA serving as fiscal agent, did not prove restrictive in any sense. Relations between the two have been cordial and FACE has found it especially advantageous to have access to the printing, graphics, and other services found in a large school.

Key Staff

Project FACE was staffed by two professionals and a secretary. Jolene Schulz, the Director, had been teaching in the Columbia school district for several years at the elementary and kindergarten kevels. In addition, she had taught courses at the University of Missouri-Columbia in the Department of Curriculum and Instruction and had served as a supervisor at the University Lab School. The Assistant Director, Harry Kiefer, had also taught and supervised in the Columbia school district at the secondary level. Both are natives of Missouri and hold master's degrees from the University of Missouri-Columbia. Mary Ruth Pauley served as the project secretary.

Operating Style

Because of the small size of the staff, communication flowed easily and responsibilities were shared. Schulz, as the Director of the project, was ultimately responsible for the center's operations and for final decisions. Kiefer took responsibility for budget and financial areas. Staff meetings were regularly scheduled and discussions were open about decisions to be made.

Even though both professional staff members tried to stay conversant with all of the D/D projects, there was a general division of projects along grade lines. Schulz concentrated on early childhood and elementary projects and Kiefer on projects designed for secondary schools.

Conceptual/Theoretical Framework

Project FACE used as the theoretical base for its work the classic five level model for diffusion: Dissemination, Awareness, Demonstration, Trial, and Adoption. While staff members provided assistance at each level of the model, they placed most of their emphasis on Awareness and Demonstration, having determined that this was most appropriate for their state.

Since neither Schulz nor Kiefer had experience in the field of diffusion, either academically orprofessionally, the theoretical framework was not of major importance to them. They found the framework helpful in ordering their ideas and giving them a starting point. In general, they based their strategies on their own knowledge of schools and education in the state of Missouri. They believe that they were at an advantage not having preconceived notions of how the facilitation process should work and being free to try out their own ideas.

External Communications

D/Ds

Early in the year FACE wrote to all D/Ds for information and materials

Beyond this formal contact, most communications with D/Ds were by phone for the purpose of arranging their visits to Missouri and adopters' visits to D/Ds. FACE has found D/Ds cooperative and willing to negotiate around difficulties. The only problem that occurred relating to D/Ds was that one project's training was filled before Missouri had even received their materials.

State Department of Education

Relationships with the State Department of Education were close and cooperative, especially with Title III personnel. Through frequent phone calls, personal visits, and monthly meetings, FACE staff kept Title III staff informed of what they were doing and which school districts were involved in adoptions. Title III staff have been generally supportive and have been especially helpful in telling educators with whom they work about FACE and in referring schools to FACE.

FACE participated in the State Department of Education's Education Fairs, financing several D/Ds to present their projects at the Ed Fairs. In addition, FACE made presentations to several state personnel groups because they believed it important to keep state people informed about their work. Schulz and Kiefer made presentations about the facilitator project to the State Advisory Committee, to various Title III groups, and to other departments.

Particular attention was paid to the area supervisors in the state who are SDE's direct contact with local school districts. A presentation was made at a meeting of area supervisors at the beginning of the year, and, during the year, area supervisors were kept apprised of regional conferences in other areas.

FACE believes that this strategy proved worthwhile, since many school districts mentioned that they had heard of FACE through their area supervisor.

U.S. Office of Education

The FACE staff have found USOE to be extremely helpful and accessible. Communication took place primarily by phone, with some letters and personal conversations over particular issues. Their project officer, Jim Better, was in steady contact with FACE and spent a full day in Missouri visiting the project offices and reviewing progress. This visit was enjoyable for all and will probably be repeated in the coming year, with the possibility of Better participating in an awareness conference.

The project Director worked closely with Jean Narayanan on a working committee to organize tapes of D/D inforation and to prepare for the

CEMREL conference in St. Louis.

National Diffusion Network

Director Schulz found the initial orientation conference very helpful for learning about her new job and for sharing ideas with other state facilitators. The personal contacts made at the conference, particularly with facilitator projects in her geographical area, expedited her sharing of concerns and seeking advice, especially during the early months of the project.

In the spring, Missouri staff began exploring with the Kansas and Illinois facilitators the possibility of a regional conference for the Midwest. However, with the small size of the Missouri staff, it has been difficult for them to participate in many extra-state activities, whether national or regional. In the past year they have had to place a priority on their work within the state and have not been able to participate in as much National activity as they would have liked. If their staff is increased in the coming year, they hope to increase their participation.

Operational Strategy

Knowing that their first step was to make educators aware of the programs available to them through FACE, the facilitator staff planned an initial state-wide mailing. They asked a high school commercial art class in the Columbia school system to design a brochure which was subsequently used in all awareness activities. The first mailing was sent in late September to 5000 superintendents and principals in 585 public school districts and 560 parochial and private schools. A reply card was enclosed for the respondent to indicate areas of interest.

Each reply card was followed up by facilitator staff, at first by a phone call and visit, but as responses became too numerous, by a form letter. The letter asked the LEA to determine its own needs and then to list in priority order the projects which they thought would meet those needs and about which they would like more information. The LEA was also asked to indicate the best dates for a presentation about their chosen projects.

In addition, educators were encouraged to visit the FACE office in Columbia, which is centrally located, to browse through materials on the various projects. Materials had been gathered from all the D/Ds and from the DRPs as well. Missouri educators showed interest in both categories of projects. FACE staff did no pre-selection of projects, preferring rather to follow interests that an LEA identified.

Because it would save staff time and travel cost educators were offered a travel stipend if they were willing to make this trip.

Thus, FACE staff were able to service 3 and 4 schools in a single day, rather than the 1 or 2 that would have been possible had they traveled to the school district. In the course of the year, approximately 176 educators from 76 different schools visited the FACE center. Visits were scheduled in advance so that FACE staff could present materials to visitors on one or more projects. Visitors were always asked to fill out evaluation forms on their visit to the center. School personnel then returned to their districts to decide which project, if any, they wanted to pursue.

Additional awareness activities were planned and implemented by the FACE staff. They put together their own slide show on the state facilitator project and the NDN and used it at conferences of educators and educational organizations — over 30 of them — around the state. They used the mass media to some extent, with press releases and some radio and TV program coverage. They participated in the Education Fairs which the State Department of Education organized. They contacted all the state colleges with teacher training programs to make them aware of the innovative programs available and FACE's services.

Most successful of all, however, were the Regional Awareness Conferences held around the state. As educators registered their interest in projects, it became obvious to the facilitator staff that there was a clustering of interest in projects according to geographic area. They surmised that this might have been the result of general educational trends in the area or of the influence of an area supervisor. Regardless of why it had occurred, the FACE staff wanted to take advantage of it.

Schulz and Kiefer scheduled awareness conferences in five regions and invited representatives of the projects which had elicited the most response in that region to come to Missouri to explain the project. They paid for the travel expenses of the project representative and so were able to invite representatives from DRPs as well as D/Ds. Two of the colleges they had previously contacted offered space for the conferences and were pleased at the opportunity for faculty to learn about innovative educational programs. Missouri Southern College had brought together a group of school districts interested in special needs children and hosted an awareness conference on the Early Prevention of School Failure program. Usually an awareness conference included five or six of the programs available.

Each conference was a full day long with the morning spent on a general overview of FACE and the NDN and brief descriptions of the projects. In the afternoon, in-depth presentations were staggered to allow participants to explore three or four projects and to learn enough to make a decision about adoption. The conferences were extremely well attended with between 100 and 125 educators present at each one. Educators were enthusiastic as well; one group of teachers who were not able to follow through with an adoption, nevertheless stated that the conference had been one of the most valuable learning experiences they'd had.

The awareness conference enabled Missouri educators to make a decision about adoption without making a D/D site visit. FACE had budgeted for only one on-site visit for each school district for the school year. Of the 24 adoptions achieved by the end of the year, 14 made the decision to adopt without making a site visit. Those 14 had taken part in awareness conferences. Personal contact between Missouri educators and the innovators was an important factor in schools choosing to adopt. Thus, the awareness conferences proved cost-effective for both the LEA and for FACE.

After the Awareness and Demonstration phases, it was up to the school to decide whether to adopt a specific project or not. For those who had not attended an awareness conference, this decision was made after an on-site visit to a D/D project. After these visits, follow-up forms were completed by participants explaining the project and indicating a decision. If the decision was not to adopt, participants were asked to briefly explain their reasons and the form was signed by both the principal and the superintendent.

If the school decided to adopt a project, either after an on-site visit or after an awareness conference, they also filled out forms signed by the principal and the superintendent. Decision-makers were asked to sign the agreement form, if any, required by the D/D and a State Facilitator agreement form. In addition, the school was required to submit a budget itemizing expenses involved in adopting the project. Finally, a letter from the superintendent indicating his district's intention to adopt the project was required.

Each school was allocated up to $560 to be used for transportation to training, supplies, materials, and consultant fees if the latter were seen to be necessary. FACE made an effort to make sure that the LEA was aware of all the costs involved and had made plans to cover them. The $560 was not a "hard and fast" figure. Some projects did not require the full amount. Others, especially when transportation costs were high or the project an extensive one, required far more. In the latter situations, FACE sometimes negotiated with the LEA to pay additional amounts. In addition, FACE staff helped adopting schools to make sure in advance that they could support an adoption requiring extensive equipment purchases or renovation of space.

Training in all cases was done on-site by the D/D or DRP project staff. Follow-up assistance to school will also be provided by that staff except in cases where FACE staff received project training. Some schools, as noted above, have budgeted for consultants in order to pay for project staff to come to Missouri when the adoption is underway.

FACE had wanted to make sure that non-public schools would be able to participate in the adoption process. Non-public schools were included in the initial mailing and became involved in adopting three projects. The Seventh Day Adventist School System, with 17 schools throughout the state, is installing one project in about 16 of their schools. The Jefferson City Archdiocese became interested in the diffusion process and hopes to become more involved in the coming year.

Evaluation

FACE carried out a formative evaluation on how they had achieved their own goals. In every case they surpassed the goals they had set for themselves in their revised proposal. They had no external evaluator or plans for a summative evaluation.

Strengths

The major strength of the FACE project was the amount of awareness it was able to generate throughout the state without any prior experience in diffusion using their knowledge of the educational community and their own intuition, Schulz and Kiefer put together a varied strategy to reach educators in Missouri. They utilized mass mailings, slide-tape presentations, personal visits, conferences, mass media, and speeches to educational organizations in order to spread the word on the project and the services they had to offer. They spoke to over 30 organizations and involved 105 school districts in awareness conferences.

FACE staff as well as staff from the Missouri Department of Education, were pleased with the response from rural school districts. They had expected a certain amount of suspicion about Federal programs. Instead they found that the groundwork they had laid in establishing credibility within the state resulted in a very positive response from rural areas not usually involved in such undertakings.

The key word for FACE's first year was responsiveness. The facilitator staff were responsive to the needs of educators in Missouri and believe it was important that LEAs were not pushed to participate but were allowed to become involved according to their own needs.

Shortcomings

The shortcomings which FACE staff identified were minor ones:

1. The last minute hiring of the Director caused the project to be somewhat late in starting.
2. At the time of the initial mailing, only an outdated school directory was available so the mailing list was incomplete and sometimes inaccurate.

3. Although the brochure got a generally good response some educators thought it was too commercial in appearance and threw it away, thinking it advertised a costly service.

4. Bringing D/Ds into the state for Ed Fairs was not cost effective because the audience was too general and unfocused in interest.

Anticipated Changes

FACE is pleased with the results of their first year's activities and plans to re-use the basic strategy next year. The following changes have been planned:

* The initial mailing will be sent to 45,000 educators this year, including most of the teachers in the state. The new strategy is based on a belief that teachers should have the opportunity to influence administrators at an early stage. The brochure will be accompanied by an explanatory letter to guard against it being seen as an advertisement and thus overlooked. A newsletter will be added to regularly inform educators of upcoming events.

* Awareness conferences will continue but will be scheduled earlier in the year (taking care to avoid conflict with teachers' meetings) so that training can be completed by June, 1975. The facilitator staff will continue to make presentations about its services at the Ed Fairs but will not bring D/Ds for them. FACE plans to have free items with the FACE logo imprinted to give away at teachers' meetings and conferences.

* An additional staff member will be hired with a specialty in learning disabilities and special education to concentrate on that aspect of the project in the coming year. It is anticipated that having an additional staff member will make it possible to increase personal follow-up and generally ease the pressure on facilitator staff.

Future

Schulz and Kiefer have made efforts to gain support for the facilitator project within the state of Missouri. They have informed their Congressional representatives as well as Senators Eagleton and Symington about the work of FACE and the National Diffusion Network. Responses indicated interest and some support and Senator Symington informed his state office of the existence of the FACE project. The facilitator staff also made speeches to teacher groups and educational organizations to build support among community leaders. The groups they spoke to included Missouri teachers groups, Early Childhood Association, college alumni, and a wide variety of other interested in or involved with education. Similar activities are planned for FY 76 in an effort to lay groundwork for extended funding of the diffusion work.

Generalizations

While the Missouri Facilitator staff are reluctant to generalize beyond their own state, they believe the following have proven to be key elements leading to their success:

* Human interaction was essential before anything else could be accomplished. Personal contact was the best vehicle for diffusion, since in the state of Missouri, people don't respond well to impersonal communication.

* It was important to establish credibility for the facilitator project in order to best interpret the program and to break down misconceptions about Federal programs in general.

* Personal contact between the innovative program staff (the D/Ds and DRPs) and the adopting schools was important both for helping schools to choose a project and for facilitating the installation of the project.

* It was important to emphasize the LEA's ability to choose their own program without pressure and then to be responsive to their defined needs.

* In Missouri, smaller school systems without the resources to develop their own programs or to write major proposals were very receptive to the diffusion effort.

OBSERVATIONS

In its first year of operation, the National Diffusion Network promoted the adoption or adaptation of over 50 separate projects by over 4000 schools in the country at an average cost of $3000-$5000 per school (figures courtesy of the Magi Interim Data Collection effort). This initial success should be credited in large measure to the collective effort of the fifty-three state facilitators.

Although each case study represents a story in itself, a number of interesting patterns emerged. These patterns or observations are presented in a format parallel to each case study.

Facilitator Project Background

1. In most cases, the State Department of Education chose to solicit a 306 proposal from a single source. In New Hampshire, Missouri, South Carolina, Utah, and Indiana a proposal was solicited from a local school district. In Pennsylvania, Texas, Kentucky, and New Jersey, facilitator monies were granted to a pre-existing state regional unit or division whose ongoing present mission made the facilitator function a natural addition.

2. Many states were initially under the mistaken impression that the Section 306 money could be used for direct grants to schools and for diffusion of state-identified "lighthouse" projects even when the latter were not DRP-approved. This was the case, for example, in Missouri, New Hampshire, and South Carolina. In those instances, the facilitator staff when hired had to re-write their proposals. This allowed the staff to operationalize their own ideas and incorporate concepts learned at early NDN orientation meetings.

3. The backgrounds of the facilitator project directors influenced their approach to diffusion. Some of the directors, for example in Utah and Missouri, were complete newcomers to the field of dissemination and diffusion. Other project directors, like those of New Hampshire and South Carolina, had had sales experience which they drew upon to develop a personalized awareness strategy. Other directors had long been active in the field of education diffusion and had specialized in it in their academic training as well. Included in this group are the information service projects like Pennsylvania, and the diffusion, change agent projects like Massachusetts and Michigan.

4. Related to the above two observations is the fact that facilitator projects were encouraged to develop their own approach by the U.S. Office of Education. The relationship between the U.S. Office of Education and the state facilitators was uniformly cordial.

Facilitators appreciated USOE's non-directive approach which encouraged individual initiative and allowed for adaptability and flexibility in their approach.

Operational Strategy

1. All state facilitators believed that personal service was a major reason for their success. All agreed that to provide schools with information about innovative projects, no matter how exciting, was not enough. What was essential was to have people with interpersonal skill and credibility, who could interpret the projects to the schools, discuss schools' needs, act as a liaison between the schools and the D/Ds, and provide some kind of support to schools as they adopt.

2. There was a wide range of interpretation of the function of the state facilitator. A facilitator project's emphasis is at least partially related to the amount of funds and staff available. However, facilitators vary in interpretation of their primary functions.

In Missouri, New Hampshire, South Carolina, and Utah — all rural states — there was heavy emphasis on awareness strategies. Facilitators were pleased that they were able to make a large number of educators aware of educational innovations being developed in other parts of the country. Many facilitators mentioned that they and their State Departments of Education had identified among participating districts schools not previously involved in state or Federal programs.

At the other end of the spectrum were those facilitators who place heavy emphasis on providing technical assistance to adopters after completion of training. These facilitators, like Massachusetts, Minnesota, and Michigan placed heavy emphasis on facilitating school-based change and believe that adopters need support during and after installation of the developer project.

3. School based needs assessment constituted an integral part of some facilitator strategies but was barely mentioned by others. Michigan, in particular, developed an elaborate needs assessment process for diagnosis of individual systems, while New Hampshire and Kentucky made use of recently collected statewide data.

4. Facilitators are convinced that for a project to be successfully adopted by a school it must be adapted to fit that school's particular needs and situations. Thus facilitators preferred to work with D/Ds who would allow such flexibility for schools adopting their programs.

5. Degree of collaboration between the facilitator and the state education agency varied from state ot state. In some instances, while the relationship was cordial, it was distant. In some, there

was potential overlap between certain SEA functions and the facilitator project which needed to be worked out. In other cases, the relationship was symbiotic and mutually beneficial. Many facilitators were able to supplement their staffs by using consultants from the State Education staff. Examples of this were Utah, New Hampshire, Indiana, and New Jersey where SEA staff were trained by specific D/Ds to train adopters in their own state for the D/D.

6. A strategy arose during the year whereby facilitators had people from their state trained as trainers, rather than relying on the D/D to provide all training for interested adopters. This evolved as a creative response to a full D/D training schedule. In the cases of Utah, New Hampshire, Indiana, and New Jersey cited above, state personnel who were content experts in the area of the D/D were trained in one project.

The Future of the Facilitator Function

1. Facilitators found the idea of the National Diffusion Network an important one and everyone considered it valuable to have personal contact with other members of the Network. Facilitators learned from each other — gleaned new ideas and tried out their own on other people. The personal relationships developed at national conferences enabled facilitators to call on one another during the year and to collaborate when feasible. It was important for facilitators to meet developer-demonstrator staff and the personal relationships established often enabled problems to be more easily worked out.

2. The facilitators believe that their work is an important part of the diffusion process and that they have proven this over the course of the year. Although they believe the facilitator function will continue to exist, all indications seem to be that it will be located with the State Departments of Education. Most facilitators think this is positive in terms of creating stability but caution that in order to be effective, they would need to retain autonomy and operational flexibility. The facilitator needs to be seen primarily as a service unit rather than as a part of an essentially regulatory agency.

PROFILE — PENNSYLVANIA

TITLE: *PENNSYLVANIA STATEWIDE FACILITATOR*
RISE (Research and Information Services for Education)
198 Allendale Road
King of Prussia, Pa. 19406

Tel: 215-265-6056

PROJECT DIRECTOR: *Richard Brickley*

In addition to directing the Statewide Facilitator project, Richard Brickley coordinates the activities of Project RISE. Information dissemination and organizational strategies for change are among his interests.

PROJECT SIZE:

The Pennsylvania Statewide Facilitator project employs two full-time and three part-time professionals assisted by 4 FTE support personnel.

KEY STAFF:

Carolyn Trohoski, Ass't. Director: 306 operation; Emma Peterson, Information Specialist: Information Services; Laila Krauss, Executive Assistant: Fiscal management; Jean Tryson, Senior Secretary: Sec'y. to Assistant Director

BUDGET: *$213,000*

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FINANCIAL ASSISTANCE POLICY:

Payment to substitutes during training: *Partially subsidize*

Trainee/trainer transportation costs: *Partially subsidize*

Training materials: *Partially subsidize*

Instructional materials for trial adoption: *No policy at present*

SPECIAL RESOURCES AVAILABLE FOR D/D USE:

Microfiche materials of D/D projects — sample instructional materials or second level awareness materials (ie. research reports)

SPECIAL EMPHASIS ON D/D CLUSTERS:

No particular cluster emphasis

CRITERIA USED TO SELECT D/D'S FOR ACTIVE PROMOTION:

Selection by potential adopters of projects which meet their needs

CRITERIA FOR SELECTION OF ADOPTER LEA'S:

1. *Evidence of need — needs assessment, state or local*
2. *LEA commitment of resources, financial or human*

STRATEGY — PENNSYLVANIA

Our strategies:	We counted on D/D for:
DISSEMINATION-AWARENESS	
1. Initial awareness mailing to 505 LEAs, 243 Title III projects and 29 regional service agencies *2. Presentations given at regional, state and local meetings*	
DEMONSTRATION-INTEREST	
1. Provided 1st level D/D materials where available *2. Loaned D/D project materials to interested LEAs*	*1. First level awareness materials* *2. Sample student and teacher materials*
TRAINING-ASSESSMENT	
Provided partial subsidy for LEAs to visit D/D sites or, in the case of clustered interest in D/Ds, provided subsidy for D/D to make presentation to LEAs in Pennsylvania	*Providing informative site visits and/or effective exhibits and displays*
TRIAL	
1. Possible assistance in LEA selection of site and staff *2. Evaluation design assistance*	*1. Training* *2. Provision of existing evaluation designs* *3. Trouble-shooting; consultation*
INSTALLATION-ADOPTION	
Nature of assistance will depend on local needs	*Be open to flexible arrangements determined by adopter needs*
INSTITUTIONALIZATION-INTEGRATION	
1. Document the adoption process within limits *2. Assist adopter schools in fulfilling demonstration role for potential adopters*	*Provide continual updating on modification and/or improvements to original project*

ADOPTIONS UNDERWAY IN PENNSYLVANIA

DEVELOPER PROJECT	ADOPTING SCHOOL/DISTRICT
EXEMPLARY CENTER FOR READING INSTRUCTION	Haverford School District
PARENT READINESS EDUCATION PROJECT	Pennsylvania Intermediate Unit #1 (covers 25 school districts)
PROJECT SEE	Pennsylvania Intermediate Unit #29 (12 school districts involved)
STRATEGIES IN EARLY CHILDHOOD EDUCATION	Butler School District (12 schools) Luzerne Intermediate Unit

PROFILE — UTAH

TITLE: *UTAH FACILITATOR PROJECT*
Jordan School District
9361 South 400 East
Sandy, Utah 84070

Tel: 801-255-6891 ext. 208

PROJECT DIRECTOR: *Lowell Boberg*

Lowell Boberg is basically responsible for awareness, dissemination and promotion of approved projects for adoption. He is a former English teacher with some professional writing experience.

PROJECT SIZE:

The Utah Facilitator Project is staffed by one full-time professional and a secretary.

KEY STAFF:

BUDGET: *$65,000*

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FINANCIAL ASSISTANCE POLICY:

Payment to substitutes during training: *No policy at present*

Trainee/trainer transportation costs: *Partially subsidize*

Training materials: *Partially subsidize*

Instructional materials for trial adoption: *Partially subsidize*

SPECIAL RESOURCES AVAILABLE FOR D/D USE:

Limited resources available.

SPECIAL EMPHASIS ON D/D CLUSTERS:

Projects emphasizing individualization, humanization of education and career education.

CRITERIA USED TO SELECT D/D'S FOR ACTIVE PROMOTION:

Specific needs and interests of LEAs

CRITERIA FOR SELECTION OF ADOPTER LEA'S:

Degree of commitment and pledge for more than experimental implementation

STRATEGY — UTAH

Our strategies:	We counted on D/D for:
DISSEMINATION-AWARENESS	
Sent available awareness materials in three sequential mailings.	*Detailed information and packets or duplicated materials.*
DEMONSTRATION-INTEREST	
1. Personal visits with specific D/D material for potential adopter. *2. If commitment seemed certain, offered opportunity to visit D/D site.*	*Allowing on-site visit by LEA.*
TRAINING-ASSESSMENT	
1. Supply start-up funds if needed. *2. Provide specialist from D/D if needed for training.*	*Provide specialists for training.*
TRIAL	
INSTALLATION-ADOPTION	
1. Make arrangements for visiting D/D personnel. *2. Help facilitate adoption process.*	*Available for assistance on a fund negotiated basis.*
INSTITUTIONALIZATION-INTEGRATION	
1. Conduct follow-up to evaluate the adoption. *2. Serve as a linker between LEA and D/D.*	*Follow-up contacts and visits to evaluate the adoption.*

ADOPTIONS UNDERWAY IN UTAH

DEVELOPER PROJECT	ADOPTING SCHOOL/DISTRICT
EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI)	Piute County School District
FOCUS	Jordan School District
NEW MODEL ME	Duschene County School District Logan City School District Jordan School District
STRATEGIES IN EARLY CHILDHOOD EDUCATION	Jordan School District Ogden County School District Davis County School District

PROFILE — TEXAS – REG. X

TITLE: *STATEWIDE FACILITATOR PROJECT*
Region 10
Education Service Center
P.O. Box 1300
Richardson, Texas 75080

Tel: 214-231-6301

PROJECT DIRECTOR: *Mrs. Gwyn Brownlee*

Mrs. Brownlee is director of the instructional services department of the Region 10 ESC.

PROJECT SIZE:

Nine part-time professionals and a clerical assistant staff the Region 10 ESC Facilitator project.

KEY STAFF:

Dr. Ann Bennett, coordinator of the Facilitator project is responsible for project development and program management.

BUDGET: *$58,530*

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FINANCIAL ASSISTANCE POLICY:

Payment to substitutes during training: *Totally underwrite*

Trainee/trainer transportation costs: *Totally underwrite*

Training materials: *Totally underwrite*

Instructional materials for trial adoption: *Totally underwrite*

SPECIAL RESOURCES AVAILABLE FOR D/D USE:

SPECIAL EMPHASIS ON D/D CLUSTERS:

CRITERIA USED TO SELECT D/D'S FOR ACTIVE PROMOTION:

Advisory Council of the Region 10 ESC reviewed all D/D projects and designated 20 which address regional needs for dissemination in 1974-75.

CRITERIA FOR SELECTION OF ADOPTER LEA'S:

All services and assistance offered to all districts (public, private and parochial) in Region 10.

STRATEGY — TEXAS – REG. X

Our strategies:	We counted on D/D for:
DISSEMINATION-AWARENESS	
1. Had eight county-wide awareness conferences in which all school districts were invited to participate *2. Created and circulated initial awareness brochures and handouts to all schools in Region 10*	*Initial project information*
DEMONSTRATION-INTEREST	
Upon request for additional information following awareness conferences, presentations were made to local LEA groups or clusters of LEAs.	*Detailed project information and materials; presentations where possible*
TRAINING-ASSESSMENT	
Drafted a series of 6 Trial Adoption steps to be completed by LEA group to determine if they can, should, or continue to wish to seek adopter status	*Review recorded results of Trial Adoption steps to determine "acceptability" of LEA as adopter*
TRIAL	
INSTALLATION-ADOPTION	
One SF staff member receives training with LEA and serves as consultant throughout installation process	*1. Lend support and encouragement* *2. Monitor adoption installation* *3. Make on-site visits*
INSTITUTIONALIZATION-INTEGRATION	
1. Offer assistance as needed *2. Use LEA adopters as model sites for visitation by other Region 10 educators* *3. Encourage replication of adopted projects*	*Give assistance as needed*

ADOPTIONS UNDERWAY IN TEXAS - REGION 10

DEVELOPER PROJECT	ADOPTING SCHOOL/DISTRICT
EARLY CHILDHOOD PREVENTIVE CURRICULUM DEMONSTRATION CENTER	St. Bernard School Irving Independent School District
EARLY PREVENTION OF SCHOOL FAILURE	Maypearl Independent School District
NEW ADVENTURE IN LEARNING	Forney Independent School District
NEW MODEL ME	Oak Cliff Christian Academy Beacon Academy
PACE - Personalized Approach to Learning	Carrollton-Farmers Branch Independent School District
PROJECT HEALTH AND OPTIMUM PHYSICAL EDUCATION	Waxahachie Independent School District Princeton Independent School District Wylie Independent School District Melissa Independent School District
PROJECT SUCCESS FOR THE SPECIFIC LANGUAGE DISABILITY CHILD	McKinney Independent School District
STRATEGIES IN EARLY CHILDHOOD EDUCATION	The Greenhill School

PROFILE — NEW HAMPSHIRE

TITLE: *NEW HAMPSHIRE EDUCATIONAL FACILITATOR CENTER*
7 Broadway
Concord, New Hampshire 03301

Tel: 603-224-9461

PROJECT SIZE:

New Hampshire EFC has two professional staff members (full-time) and a project secretary.

BUDGET: *$115,000*

PROJECT DIRECTOR: *Glen Belden*

Glen Belden's responsibilities as Director of the New Hampshire facilitator project include management, liason with the National Diffusion Network, and SEA communications. Some of his interests are staff development in individualized instruction, IGE, social issues, motivation and sales.

KEY STAFF:

Jared Shary, Ass't. Director: LEA / D/D liason

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FINANCIAL ASSISTANCE POLICY:

Payment to substitutes during training: *Partially subsidize*

Trainee/trainer transportation costs: *Partially subsidize*

Training materials: *Partially subsidize*

Instructional materials for trial adoption: *Partially subsidize*

All of these items are negotiable; each case is individually considered.

SPECIAL RESOURCES AVAILABLE FOR D/D USE:

None

SPECIAL EMPHASIS ON D/D CLUSTERS:

None; working with all clusters simultaneously.

CRITERIA USED TO SELECT D/D'S FOR ACTIVE PROMOTION:

LEA requests, cost effectiveness, scheduling. (All D/Ds promoted initially.)

CRITERIA FOR SELECTION OF ADOPTER LEA'S:

LEA self-selection process based upon willingness to make commitment and follow-through awareness session, training institute, installation seminars, monitoring, and impact assessment.

STRATEGY — NEW HAMPSHIRE

Our strategies:	We counted on D/D for:
DISSEMINATION-AWARENESS	
1. Initial mailing of D/D cluster lists to all superintendents, principals, staff development committees, school committees. *2. Monthly mailing of Awareness/Training Session calendars.*	*Back-up information for next step*
DEMONSTRATION-INTEREST	
1. Mailing of project descriptors and explanation of next steps *2. Materials available for review at center* *3. Teleconferences with D/Ds* *4. Awareness sessions*	*1. Second level awareness and training materials* *2. Indication of availability* *3. Session with D/D staff* *4. Plan training with facilitator*
TRAINING-ASSESSMENT	
1. Training institutes *2. Site visits when part of D/D plan* *3. Determine availability of materials needed for training*	*1. Prepare and conduct training* *2. Prepare and make available training materials* *3. Costs determined by funding*
TRIAL	
Technical assistance and financial support in acquiring necessary materials	*Follow-up activities in standard plan of operation*
INSTALLATION-ADOPTION	
1. Technical assistance on installation concerns. *2. Assistance in applying for a Title III Adaptive/Adoptive Grant issued in mid-April for 75-76 installations. (Probably a unique New Hampshire plan.)*	*1. Assistance in writing quasi-proposal for A/A Grant* *2. On-site de-bugging visits*
INSTITUTIONALIZATION-INTEGRATION	
1. Conduct impact assessment *2. Assist adopter in becoming a secondary demonstration site*	*1. Assist in impact assessment* *2. Give guidance to adopter as secondary demonstration site*

ADOPTIONS UNDERWAY IN NEW HAMPSHIRE

DEVELOPER PROJECT	ADOPTING SCHOOL/DISTRICT
EARLY PREVENTION OF SCHOOL FAILURE	6 districts
ECOS	14 districts
EXEMPLARY CENTER FOR READING INSTRUCTION	15 districts
STRATEGIES IN EARLY CHILDHOOD EDUCATION	50 districts
SYSTEMS DIRECTED READING (SDR)	3 districts

PROFILE — INDIANA

TITLE: *INDIANA FACILITATOR CENTER*
2829 George Street
Logansport, Indiana 46947

Tel: 219-753-4343

PROJECT DIRECTOR: *John S. Hand*

John Hand, responsible for the overall administration of the project, has interest and expertise in the areas of elementary education; language arts and reading; administrative theory and practice.

PROJECT SIZE:

The Indiana Facilitator Center employs one full-time professional and one full-time project secretary at the present time.

KEY STAFF:

Teresa Anderson: Project Secretary

BUDGET: *$170,052*

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FINANCIAL ASSISTANCE POLICY:

Payment to substitutes during training: *Funds Not Available*

Trainee/trainer transportation costs: *Partially subsidize*

Training materials: *Totally underwrite*

Instructional materials for trial adoption: *Totally underwrite*

SPECIAL RESOURCES AVAILABLE FOR D/D USE:

Xerox 7000 copier with 50-bin collater for high speed materials reproduction.

SPECIAL EMPHASIS ON D/D CLUSTERS:

Particular clusters have not received special emphasis in the past. However, SEA designated priorities and interests indicate that future emphases on Reading, Learning Disabilities, Early Childhood, and Environmental Education would be productive.

CRITERIA USED TO SELECT D/D'S FOR ACTIVE PROMOTION:

Indiana has been using two basically self-selecting procedures based on expressed interests of LEAs and initiative taken by D/Ds in providing materials.

CRITERIA FOR SELECTION OF ADOPTER LEA'S:

LEA completes an Initial Matching Form which includes needs assessment data and a brief, preliminary justification for belief that a particular D/D meets those needs.

STRATEGY — INDIANA

Our strategies:	We counted on D/D for:
DISSEMINATION-AWARENESS	
1. Conducted a "Flying Circus," a series of 9 awareness presentations at locations around the state; 2. Two notification mailings to all Supts, Principals and Indiana ASCD members; 3. Stories in all daily papers; 4. Word of mouth.	*Provision of awareness materials.*
DEMONSTRATION-INTEREST	
1. Have sent 5 LEA visitation teams to D/D sites; will continue to arrange and carry out such visits as applications are received. 2. Sponsored two D/D presentations/visitations in Indiana by Institute for Political & Legal Education.	*Receive visitation, conduct orientation, answer questions, provide pre-visit information and guidance.*
TRAINING-ASSESSMENT	
1. We are underwriting the costs of a two-part training process for Indiana LEA reps. with ECOS Training Institute: LEAs will be trained in New York, then will become trainers for future Indiana adopters of ECOS. 2. May sponsor invitational D/D Workshops in Indiana for benefit of self-selected LEAs.	*Conducting training sessions.*
TRIAL	
Assisting LEA in preparation of detailed Installation Plan (required for both trial and adoption) by: 1. serving as communicator/catalyst; 2. negotiating cost allocations among LEA,D/D,SF; 3. establishing mutually agreeable time-lines, outlining responsibilities, articulating monitoring and evaluation procedures.	*Negotiation and final approval of a detailed Plan. (The Plan spells out commitments of all three parties.)*
INSTALLATION-ADOPTION	
In addition to items listed under "Trial," we will provide de-bugging assistance, either by paying D/D consultant costs or by providing other consultants.	*Serve as de-bugging consultants or identify other suitable consultants.*
INSTITUTIONALIZATION-INTEGRATION	

ADOPTIONS UNDERWAY IN INDIANA

DEVELOPER PROJECT	ADOPTING SCHOOL/DISTRICT
EARLY PREVENTION OF SCHOOL FAILURE	Boone Grove Elementary School
	Caston School Corporation
	Twin Lakes Community Schools
	Logansport Community Schools
ECOS	MSD of SW Allen County
	Logansport Community Schools
	Elkhart Community Schools
	Goshen Community Schools
	Lakeland Community Schools
	East Gary City Schools
	Ross Township Community Schools
	Penn-Harris-Madison Schools
	MSD of Stueben County
	Wabash City Schools
	Columbia City Schools
NEW MODEL ME	Christian Haven, Inc. (Wheatfield)
OCCUPATIONAL AND CAREER DEVELOPMENT	School Town of Highland
PROJECT SMART	Durham Township Schools
SYSTEMS DIRECTED READING (SDR)	Middlebury Community Schools
	Whitko Community Schools
	Westview School Corporation
	School City of Hammond
	Michigan City Schools
	North Judson-San Pierre School Corporation

PROFILE — MICHIGAN

TITLE: *PROJECT INFORM*
Wayne County Intermediate
School District
30555 Michigan Avenue
Westland, Michigan 48185

Tel: 313-326-7320

PROJECT SIZE:

The staff of INFORM includes four full-time professionals and four support personnel.

BUDGET: *$300,000*

PROJECT DIRECTOR: *Clare Keller*

Clare Keller's responsibilities as director of INFORM are: to disseminate promising educational practices in Michigan; to develop information and retrieval systems on validated promising practices; to develop a perfectualization for pupil instruction. Communication, diffusion, curriculum and administration are among her chief interests.

KEY STAFF:

Mike Syropoulos: Research specialist
Vivian Givan: LEA liason
David Frankel: LEA liason

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FINANCIAL ASSISTANCE POLICY:

Payment to substitutes during training: *No funds available*

Trainee/trainer transportation costs: *Partially subsidize*

Training materials: *Partially subsidize*

Instructional materials for trial adoption: *Partially subsidize*

With the exception of substitute payments, which INFORM perceives as an indication of district commitment, all of the above differ depending on LEA, D/D, and SF resources.

SPECIAL RESOURCES AVAILABLE FOR D/D USE:

The services of an intermediate school resource center and free-lancing contracting are available through INFORM.

SPECIAL EMPHASIS ON D/D CLUSTERS:

No particular cluster emphasis

CRITERIA USED TO SELECT D/D'S FOR ACTIVE PROMOTION:

INFORM has developed abstracts, data sheets and classification sheets on all D/Ds.

CRITERIA FOR SELECTION OF ADOPTER LEA'S:

INFORM uses a rating scale and commitment criteria based on a team planning concept, consisting of a central administrator, building principal, 2 teachers from adopting school, parent and/or board member, and a student if applicable to the project.

STRATEGY MICHIGAN

Our strategies:	We counted on D/D for:
DISSEMINATION-AWARENESS	
1. Developed dissemination model 2. Presentations to 600 supts. of 36 intermediate school districts 3. Survey to 2,500 school decision-makers 4. Awareness workshops; 5. News releases	1. Initial awareness materials 2. General contact
DEMONSTRATION-INTEREST	
1. Secondary awareness mailing to show of initial interest. 2. Follow-up phone call to secondary response. 3. SF visit to LEA for discussion/negotiation. 4. Requests for remedial programs matched in INFORM's retrieval system.	Secondary awareness materials
TRAINING-ASSESSMENT	
1. Sponsor LEA visitations to D/Ds 2. Negotiate D/D-LEA contracts for inservice	1. Presentations to LEAs 2. Provide in-depth information
TRIAL	
Small trial period is required of some adopting LEAs.	
INSTALLATION-ADOPTION	
Adoption/monitoring by INFORM follows one of two patterns: 1. LEAs are given assistance with problems, receive monthly follow-up; 2. INFORM staff work closely with LEAs as external change agents.	Technical assistance
INSTITUTIONALIZATION-INTEGRATION	
Ongoing technical assistance as requested.	

ADOPTIONS UNDERWAY IN MICHIGAN

DEVELOPER PROJECT	ADOPTING SCHOOL/DISTRICT
EARLY CHILDHOOD PREVENTIVE CURRICULUM	Inkster Public Schools
EARLY PREVENTION OF SCHOOL FAILURE	Niles Public Schools
EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI)	Napolean Public Schools
	Ann Arbor Public Schools
FOCUS	Northville Public Schools
	Bangor Township Schools
	Ypsilanti Public Schools
LEM	West Bloomfield Public Schools
	Bangor Township Public Schools
NEW MODEL ME	Center Line Public Schools
	Michigan Department of Social Services
PEGASUS	Vassar Public Schools
PROJECT ADVENTURE	Gaylord Public Schools
	Wolverine Community Schools
PROJECT ECOS	Gaylord Public Schools
	Wolverine Community Schools
PROJECT FAST	Brighton Public Schools
	Crawford AuSable Schools
	Livonia Public Schools
	Hartland Public Schools
PROJECT PREP	Detroit Public Schools - Region 8
	Howell Public Schools
	Lakeshore Public Schools
	Rogers City School District
	Monroe Public Schools
	Children's Center in Detroit
PROJECT PRIDE	Coldwater Public Schools
ST. PAUL OPEN SCHOOL	Detroit Public Schools - Region 1
	Detroit Public Schools - Region 4
	Kentwood Public Schools
	Marlette Community Middle School
	Ann Arbor Public Schools
	Ypsilanti School District

MICHIGAN ADOPTIONS, CONTINUED

DEVELOPER PROJECT	ADOPTING SCHOOL/DISTRICT
TALENTS UNLIMITED	Waterford Public Schools
	Livonia Public Schools
	Mason Public Schools
	Holt Public Schools
	Bloomfield-Birmingham Public Schools
VOCATIONAL READING POWER	Detroit Public Schools - Region 3

PROFILE — KENTUCKY

TITLE: *KENTUCKY STATEWIDE*
FACILITATOR PROJECT
Plaza Tower Room 1609
Frankfort, Kentucky 40601

Tel: 502-564-4368

PROJECT SIZE:

The staff of the Kentucky SF Project includes two full-time professionals and a project secretary.

BUDGET: *$130,972*

PROJECT DIRECTOR: *Lawrence W. Allen*

Overall direction of the facilitator project is Larry Allen's primary responsibility. His interests and areas of expertise include organizational development and general administration.

KEY STAFF:

Larry Davis, Ass't. Director: Operation of data and information systems.

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FINANCIAL ASSISTANCE POLICY:

Payment to substitutes during training: *Partially subsidize*

Trainee/trainer transportation costs: *Totally underwrite*

Training materials: *Totally underwrite*

Instructional materials for trial adoption: *Partially subsidize*

Any of the above can vary with a given LEA. A prime factor is the LEAs willingness and ability to share expenses.

SPECIAL RESOURCES AVAILABLE FOR D/D USE:

The Kentucky SF Project can provide an expanded resource pool of program data through a resource service center as well as direct access to the services of the State Department of Education.

SPECIAL EMPHASIS ON D/D CLUSTERS:

No special emphasis has been placed on particular D/D clusters; none is planned for the future.

CRITERIA USED TO SELECT D/D'S FOR ACTIVE PROMOTION:

Kentucky has used the basic DRP and USOE criteria to actively promote all D/Ds.

CRITERIA FOR SELECTION OF ADOPTER LEA'S:

The LEA must be in Kentucky and must have identified an educational need.

STRATEGY

KENTUCKY

Our strategies:	We counted on D/D for:
DISSEMINATION-AWARENESS *1. Asked for a listing of program needs based upon data laready collected.* *2. Matched the program needs with an available D/D.*	*Awareness information*
DEMONSTRATION-INTEREST *1. Provided local adopters with all information possible.* *2. Arranged visitations to D/D sites.*	*In-depth awareness materials*
TRAINING-ASSESSMENT *Arranged hook-up of adopter and D/D through training, transfer of materials, or whatever else is needed to ready the LEA for adoption.*	*Training capabilities*
TRIAL *1. Funds for training* *2. Technical assistance*	*Limited training and technical assistance*
INSTALLATION-ADOPTION *Technical assistance when and where necessary*	*Limited training and assistance*
INSTITUTIONALIZATION-INTEGRATION *No active participation anticipated*	

ADOPTIONS UNDERWAY IN KENTUCKY

DEVELOPER PROJECT	ADOPTING SCHOOL/DISTRICT
EARLY CHILDHOOD PREVENTIVE CURRICULUM	Bullitt County
ECOS	Russellville Independent School District
FOCUS	Daviess County
NEW ADVENTURE IN LEARNING	Carlisle County
PROJECT COMP	St. Agnes School
PROJECT HEALTH AND OPTIMUM PHYSICAL EDUCATION	Newport
PUPIL PERSONNEL SERVICES DEMONSTRATION PROJECT	Adopted by State Board and Legislative Committee as a possible aternative statewide
RIGHT TO READ	Carroll County
SIMUSchool	Pike County Floyd County Johnson County Paintville, Indiana
STRATEGIES IN EARLY CHILDHOOD EDUCATION	Ohio County
TALENTS UNLIMITED	St. Thomas More Elementary School

PROFILE — CALIFORNIA

TITLE:
CALIFORNIA STATE FACILITATOR PROJECT
Room 100
AJH Building
California State University
Chico, California 95926

Tel: 916-342-1838

PROJECT SIZE:

One full-time and three part-time professionals assisted by a secretary are the staff of the California Facilitator project.

BUDGET: *$164,310*

PROJECT DIRECTOR: *B. Keith Rose*

Supervision and implementation of the facilitator project are the major responsibilities of Keith Rose. His interests include program management, development, and evaluation.

KEY STAFF:

Dale Thursted and Carol Lang: Program Dissemination
Jack Ward: SEA Coordination

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FINANCIAL ASSISTANCE POLICY:

Payment to substitutes during training: *No policy at present*

Trainee/trainer transportation costs: *No policy at present*

Training materials: *No policy at present*

Instructional materials for trial adoption: *No policy at present*

SPECIAL RESOURCES AVAILABLE FOR D/D USE:

Assistance in making descriptive materials available and in the national dissemination of project news

SPECIAL EMPHASIS ON D/D CLUSTERS:

CRITERIA USED TO SELECT D/D'S FOR ACTIVE PROMOTION:

1. *Interest of potential adopters*
2. *Readiness of D/Ds to diffuse*

CRITERIA FOR SELECTION OF ADOPTER LEA'S:

1. Demonstration of needs. 2. Willingness to share costs. 3. District interests and commitments.

STRATEGY — CALIFORNIA

Our strategies:	We counted on D/D for:
DISSEMINATION-AWARENESS	
1. Dissemination of awareness materials re D/Ds *2. 15 awareness workshops held throughout state* *3. Provided SEA personnel with materials*	*Reasonable quantities of descriptive materials*
DEMONSTRATION-INTEREST	
1. Scheduled training workshops for school personnel *2. Arranged visitation to D/D sites* *3. Planned implementation of educational programs for '75*	*Visitations, demonstrations and materials*
TRAINING-ASSESSMENT	
1. Reviewed district needs in terms of program potential *2. Developed operational agreement* *3. Assisted LEAs in securing training*	*Working cooperatively with LEAs and SF to secure adoption*
TRIAL	
1. Provide materials on limited basis *2. Provide opportunities to observe adopter site*	*Be available for limited in-service if requested*
INSTALLATION-ADOPTION	
Assist in planning, managing, evaluating and disseminating results of the adoption	*Provide follow-up training where necessary*
INSTITUTIONALIZATION-INTEGRATION	
Utilize the adopting districts to expand diffusion activities within the state	*Phasing out of diffusion activities*

ADOPTIONS UNDERWAY IN CALIFORNIA

INFORMATION

NOT

AVAILABLE

PROFILE — NEW JERSEY

TITLE: *NEW JERSEY NATIONAL DISSEMINATION PROGRAM*

Office of Program Development
Division of Research, Planning & Evaluation
Department of Education
225 West State Street
Trenton, New Jersey 08625

Tel: 609-292-6035
609-292-8454

PROJECT SIZE:

The New Jersey project employs three FTE and two part-time professionals and three support personnel.

BUDGET: *$452,500*

PROJECT DIRECTOR: *Evelyn Ogden*

Dr. Ogden has administrative responsibility for the New Jersey Facilitator project. Her interests include program design, management, and dissemination.

KEY STAFF:

Art Spangenberg: Dissemination of N.J. programs to other states (gen'l. ed.); James Gifford: Dissemination of N.J. programs to other states (special ed.); Dorothy Soper and Lillian White-Stevens: Dissemination to other states of N.J. D/D programs.

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FINANCIAL ASSISTANCE POLICY:

Payment to substitutes during training: *Partially subsidize*

Trainee/trainer transportation costs: *Partially subsidize*

Training materials: *Partially subsidize*

Instructional materials for trial adoption: *Partially subsidize*

Each situation will be considered unique and any use of 306 funds will be based on: LEA commitment level, D/D materials cost, training cost, nature and scope of D/D, adopter becoming possible Demonstration site.

SPECIAL RESOURCES AVAILABLE FOR D/D USE:

The New Jersey Office of Program Development has specialists in evaluation, program design and manual and material development. Staff consultants have development expertise in all areas of development and dissemination.

SPECIAL EMPHASIS ON D/D CLUSTERS:

Innovative secondary programs, early identification and preschool programs, reading, math, special education and behavior modification have received emphasis.

CRITERIA USED TO SELECT D/D'S FOR ACTIVE PROMOTION:

The cluster areas noted above were identified as meeting the expressed needs/interests of LEAs determined through a statewide effort involving various agencies of the New Jersey Department of Education, the Educational Improvement Centers, and the Area Learning Resource Centers.

CRITERIA FOR SELECTION OF ADOPTER LEA'S:

1. Evidence of need for project. 2. Written agreement with D/D. 3. LEA commitment must show support from Bd. of Education president, supt., school principal, and teacher involved. 4. Teacher release time, purchase of materials, use of adopter site as demonstration center or of D/D trained staff as trainers are factors in selecting recipients of 306 funds.

STRATEGY — NEW JERSEY

Our strategies:	We counted on D/D for:
DISSEMINATION-AWARENESS	
Prepared brochure describing the available programs	*Descriptions of programs*
DEMONSTRATION-INTEREST	
1. Follow-up letters to groups *2. Held meetings for special groups such as "urban school districts"*	
TRAINING-ASSESSMENT	
1. Host negotiations between consumer and adopter on program and training *2. Held negotiations with adopters on cost of adoption*	*Outlining essential elements, evaluation criterion and instrumentation*
TRIAL	
INSTALLATION-ADOPTION	
Provide follow-up in terms of on-site evaluations of the process and technical assistance in the evaluation phase	*Provide technical on-site assistance*
INSTITUTIONALIZATION-INTEGRATION	
Attempt to negotiate the site as a demonstration of the program for other New Jersey districts	*Be able to specify that the adoption site is a valid demonstration site of the program*

ADOPTIONS UNDERWAY IN NEW JERSEY

DEVELOPER PROJECT	ADOPTING SCHOOL/DISTRICT
CONCEPTUALLY ORIENTED MATHEMATICS PROGRAM	Midland School for LD Students/ Long Branch
	Middletown Township Public Schools
	Madison Avenue School/Newark
	Mountain Lakes Public Schools
	Mendham Borough Schools
	Bordentown City Schools
	Fairmount Avenue School/Catham
	Deerfield School/Millburn
	Elizabeth Public Schools/Roselle Park
	Vineland Public Schools
EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI)	Franklin Public Schools/Middlebush
	Roosevelt School/Bayonne
	Lincoln School/Bayonne
	Summit Public Schools
	Green Brook Township Public Schools
	C.F. Bradford School/Jersey City
	Camden City Schools
	JFK Memorial School/ Jersey City
	McKinley School #10/No. Bergen
	East Orange Public Schools
	South Street School/Newark
	Paterson Public Schools
	Elizabeth Public Schools
	Bridgewater-Raritan District
FOCUS	Middletown Township Public Schools
	Plainfield High School/Plainfield
	Cherry Hill High School/Cherry Hill
	South Brunswick Township High School/ Monmouth Jct.
	Watchung Hills Regional High School/ Warren
	Deer Park High School/ Deer Park
MATHEMATICS PRESCRIPTIONS FOR CLASSROOM TEACHERS	Archdiocese of Newark
NEW MODEL ME	The Midland School/North Branch
	Middletown Township Public Schools
	Union Township High School/Morris

NEW JERSEY ADOPTIONS, CONTINUED

DEVELOPER PROJECT	ADOPTING SCHOOL/DISTRICT
NEW MODEL ME, continued	Plainfield High School
	Central Regional High School/Bayville
	East Orange High School
	South Orange & Maplewood School District
	Orange School District
	Parsippany Hills High School
PROJECT LEARNING DISABILITIES	Leinkauf School/Hoboken
	Irvington Public Schools
STRATEGIES IN EARLY CHILDHOOD EDUCATION	Manchester Township Schools/Whiting
	Englishtown Manalapan School District
TALENTS UNLIMITED	East Orange Public Schools
	14 schools within the EIC-South region
U-SAIL	Keansburg Public Schools
VOCATIONAL READING POWER	Burlington County Area Vocational School
	Bergen County Area Vocational School
	Parsippany-Troy Hills Township Schools

PROFILE — SOUTH CAROLINA

TITLE: *SOUTH CAROLINA STATEWIDE FACILITATOR*
578 Ellis Avenue
Orangeburg, South Carolina
29115

Tel: 803-534-5454 ext. 35

PROJECT DIRECTOR: *James B. Linder*

As Project Director, Mr. Linder's major responsibilities are management design-implementation and formative evaluation. His interest lies in educational administration/management.

PROJECT SIZE:

This project consists of five full-time professionals and one support secretary.

KEY STAFF:

Myrtle D. McDaniel, Ass't Director; three Field Representatives, Gay Lanier, John Smiles and Willie Woodbury, Jr.; and Lucille Benton, Secretary

BUDGET: *$266,000*

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FINANCIAL ASSISTANCE POLICY:

Payment to substitutes during training: *Totally underwrite**

Trainee/trainer transportation costs: *Partially subsidize*

Training materials: *Totally underwrite*

Instructional materials for trial adoption: *Totally underwrite*

**Only in districts where funds are limited.*

SPECIAL RESOURCES AVAILABLE FOR D/D USE:

None

SPECIAL EMPHASIS ON D/D CLUSTERS:

None

CRITERIA USED TO SELECT D/D'S FOR ACTIVE PROMOTION:

1. *Interests and needs expressed by local school districts.*
2. *Attendance and follow-up to Awareness Conference.*
3. *Results of visitation and compilation of information by facilitator staff and appropriate State Department personnel.*

CRITERIA FOR SELECTION OF ADOPTER LEA'S:

Use of information given above in addition to district characteristics compiled by facilitator staff.

STRATEGY — SOUTH CAROLINA

Our strategies:	We counted on D/D for:
DISSEMINATION-AWARENESS *1. Met with State Dept. personnel; 2. Held regional meetings with supt.; 3. Disseminated materials on D/Ds; 4. Held Awareness Conferences on D/Ds; 5. Personal visit to non-responding districts; 6. Project presentations; 7. Personal visits to school personnel.*	*Brochures, awareness materials, in-state visitations.*
DEMONSTRATION-INTEREST *1. Personalized contact with local districts; 2. Disseminated catalogs & exploratory materials from D/D; 3. Visit D/D; 4. In-service with adopter schools; 5. Develop a resource library for use by school districts.*	*1. Materials - exploratory.* *2. Schedules for visitation.* *3. Awareness sessions*
TRAINING-ASSESSMENT *1. Arrange and underwrite training expenses; 2. Statewide support system of multiple adoptions; 3. In-service session; 4. Arranged visits of D/D to LEA; 5. Arranged visits of LEA to D/D; 6. Identified resources (statewide).*	*1. D/D expenses when applicable.* *2. Designing training to meet specific problems of adoption.* *3. Technical assistance during implementation.*
TRIAL *Provided training and materials for a pilot situation.*	*Technical assistance.*
INSTALLATION-ADOPTION *1. Establish a Communication Network.* *2. Underwrite training expenses of participants.*	*Participate in Network.*
INSTITUTIONALIZATION-INTEGRATION *1. Offer technical assistance within project guidelines.* *2. Support the Communication Network.*	*1. Monitor adoptions.* *2. Participate in Network.*

ADOPTIONS UNDERWAY IN SOUTH CAROLINA

DEVELOPER PROJECT	ADOPTING SCHOOL/DISTRICT
ALTERNATE LEARNING PROJECT	Sumter School
EARLY PREVENTION OF SCHOOL FAILURE	Chester
	Georgetown
	Hampton #1
	Lee
	Lexington #2
	Lexington #5
	Orangeburg
ECOS	Beaufort
	Florence #1
	Greenwood #5
	Orangeburg #5
	Richland #2
	Beaufort (Private)
	Sumter #2
EXEMPLARY CENTER FOR READING INSTRUCTION	Marion #3
FOCUS	Charleston
	Beaufort
	Horry
HEALTH AND OPTIMUM PHYSICAL EDUCATION	Aiken #1
	Bamberg #1
	Bowman
	Dillon #2
	Florence #1
	Ft. Jackson Pierce Terrace
	Kershaw
	Lee
	Lexington #2
	Marion #1
	Orangeburg #5
	Richland #1
INSTITUTE FOR POLITICAL AND LEGAL EDUCATION	Aiken
	Charleston
	Florence #3
	Darlington #2
	Kershaw
	Richland #2
	Williamsburg

SOUTH CAROLINA ADOPTIONS, CONTINUED

DEVELOPER PROJECT	ADOPTING SCHOOL/DISTRICT
LEARNING DISABILITIES	Aiken
	Anderson #5
	Horry
	Saluda
	York #1
LEARNING EXPERIENCE MODULE (LEM)	Beaufort
NEW ADVENTURES IN LEARNING	Charleston
	Lee
	Richland #1
NEW MODEL ME	Anderson
	Aiken
	Beaufort
	Bamberg #1
	Bamberg #2
	Berkeley
	Calhoun #1
	Charleston
	Darlington #2
	Jasper
	Kershaw
	Lee
	Lexington #2
	Sumter (private)
PARENT READINESS EDUCATION PROJECT (PREP)	Horry
PEGASUS-PACE	Hampton #1
	Hampton #2
	Lee
	Lexington #2
	Marion #1
	Richland #2
STRATEGIES IN EARLY CHILDHOOD EDUCATION	Bamberg
	Charleston
	Laurel Bay Schools
	Lexington #2
TALENTS UNLIMITED	Chester
	Lee
	Pickens

PROFILE — MASSACHUSETTS

TITLE: *MASSACHUSETTS DIFFUSION ASSISTANCE PROJECT (MDAP)*

3 Mechanics Street
Merrimac, Mass. 01860

Tel: 617-346-8181

PROJECT SIZE:

MDAP has three full-time equivalent professional staff members and two support staff members.

BUDGET: *$174,225*

PROJECT DIRECTOR: *David Crandall*

As MDAP Project Director, Dave Crandall's responsibilities include internal project management, liason with project monitor in Washington, D.C., and liason with SEA. Planning for change, management of complex change efforts, and the use of evaluation as a planning tool are areas in which he has expertise and interest.

KEY STAFF:

Rick Harris: adoption management; Max McConkey: dissemination; Jon Kaiser, John Collins, Monk Terry and Martha Williams: program specialists; Dick Bumstead: information.

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FINANCIAL ASSISTANCE POLICY:

Payment to substitutes during training: *Totally underwrite*

Trainee/trainer transportation costs: *Totally underwrite*

Training materials: *Totally underwrite*

Instructional materials for trial adoption: *Totally underwrite*

MDAP provides up to $1500 to each adopter which can be distributed in the above four ways.

SPECIAL RESOURCES AVAILABLE FOR D/D USE:

Graphics design; videotape reproduction; technical assistance in designing training programs for teachers; management training

SPECIAL EMPHASIS ON D/D CLUSTERS:

No special cluster emphasis.

CRITERIA USED TO SELECT D/D'S FOR ACTIVE PROMOTION:

Emphases are determined by the needs of the potential adopters as identified at the local level.

CRITERIA FOR SELECTION OF ADOPTER LEA'S:

1. Receipt of Application for Financial Aid signed by superintendent, school comm. rep., bldg. principal, and teacher rep. (needs assessement). 2. Willingness to engage in a collaborative. 3. No prior receipt of Title III funds. 4. Willingness to act as demonstration site for other Massachusetts schools.

STRATEGY MASSACHUSETTS

Our strategies:	We counted on D/D for:
DISSEMINATION-AWARENESS	
1. Initial awareness mailing of D/D abstracts to all school districts, teacher ass'n. reps., school committees, and League of Women Voters chapters. 2. Mailing of D/D catalog to schools/people expressing initial interest.	1. Descriptive materials 2. Promotional brochures 3. Sample (or complete) curriculum and training materials
DEMONSTRATION-INTEREST	
1. Held six awareness sessions at Regional Education Centers where potential adopters viewed D/D materials and met with MDAP staff. 2. Created Resource Library in our office so that potential adopters can visit and view D/D materials.	1. Descriptive materials 2. Promotional brochures 3. Sample (or complete) curriculum and training materials
TRAINING-ASSESSMENT	
1. Insure receipt and congruity of Project Priorities Lists from appropriate actors in each LEA. 2. Provide assistance in completing Financial Aid Application. 3. Insure that special conditions of D/Ds are met. 4. Provide training and strategy workshops.	1. Submit any special contractual agreement forms 2. Provide initial training
TRIAL	
1. Technical assistance for problem-solving. 2. Scheduling training and follow-up activities with D/D. 3. Technical assistance for full-scale installation. 4. Financial assistance.	1. Training 2. On-call for advice 3. Emergency visit
INSTALLATION-ADOPTION	
1. Problem-solving sessions with key people. 2. Planning help as project begins to take shape within a particular setting.	1. On-call for advice 2. Emergency visit
INSTITUTIONALIZATION-INTEGRATION	
1. Occasional on-site visits 2. Plans for formal disengagement	On-call for final consultation

ADOPTIONS UNDERWAY IN MASSACHUSETTS

DEVELOPER PROJECT	ADOPTING SCHOOL/DISTRICT
DALE AVENUE EARLY CHILDHOOD PROJECT	Thomas Pollard School/Quincy
EARLY PREVENTION OF SCHOOL FAILURE	Shady Hill School/Cambridge
	Westfield Public Schools
FOCUS	Cushing Academy/Ashburnham
	Groton-Dunstable R.H.S./Groton
INDIVIDUALIZING LANGUAGE ARTS	Archbishop Williams H.S./Braintree
	Burley School/Ipswich
	Cardinal Cushing High School/So. Boston
	Catholic Memorial High School/W. Roxbury
	Easton Middle School/S. Easton
	Immaculate Conception School/Cambridge
	Ipswich Jr. High School/Ipswich
	Sacred Heart School/Springfield
	St. Gregory High School/Dorchester
	St. Mary High School/Cambridge
	Winthrop School/Ipswich
LEARNING EXPERIENCE MODULE (LEM)	Mark Hopkins/North Adams
NEW MODEL ME	Hillel Academy/Swampscott
	Medfield Public Schools
	Murray Road School/W. Newton
	Shrewsbury Public Schools
	St. Mary High School/Lynn
	St. Mary High School/Cambridge
OCCUPATIONAL VERSATILITY	Barnstable High School/Barnstable
PROJECT ADVENTURE	Acton-Boxborough Regional High School
	Foxhollow School/Lenox
	Marlborough High School
	McCarthy-Towne School/Acton
	Wahconah Regional High School/Dalton
PROJECT HEALTH AND OPTIMUM PHYSICAL EDUCATION	Regal Park School/Whitman
	Yeshiva Academy/Worcester
PROJECT SEE	Pine Grove School/Rowley
	Washington Lab School/Westfield

MASSACHUSETTS ADOPTIONS, CONTINUED

DEVELOPER PROJECT	ADOPTING SCHOOL/DISTRICT
SYSTEMS DIRECTED READING (SDR)	Walpole Public Schools
	St. Joseph School/Somerville
TALENTS UNLIMITED	St. Francis deSales School/Roxbury
	St. John School/Roxbury
	St. Joseph School/Roxbury
VOCATIONAL READING POWER	Cape Cod Regional Technical School
	Bristol-Plymouth Regional High School

PROFILE — MINNESOTA – S.E.

TITLE: *EXCHANGE: A Minnesota State Facilitator Project*

166 Peik Hall
University of Minnesota
Minneapolis, Minn. 55455

Tel: 612-376-5297

PROJECT DIRECTOR: *Dianne Lassman*

Planning, implementation and administration of the Facilitator project are the primary responsibilities of Dianne Lassman. Her interests/expertise are in the areas of program planning, curriculum development, community involvement, and alternative education.

PROJECT SIZE:

One full-time and one part-time professional assisted by a half-time secretary staff the project.

KEY STAFF:

Ellen Meier: Dissemination Coordinator
Iva Groin: Secretary
Wendy Weimer: Fiscal Manager

BUDGET: *$72,400*

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FINANCIAL ASSISTANCE POLICY:

Payment to substitutes during training: *Partially subsidize*

Trainee/trainer transportation costs: *Partially subsidize*

Training materials: *Partially subsidize*

Instructional materials for trial adoption: *Partially subsidize*

SPECIAL RESOURCES AVAILABLE FOR D/D USE:

Bibliographies and print materials in the following areas: educational change, open education, child development; Resource lists of U.S. teacher centers; convenient access to ERIC

SPECIAL EMPHASIS ON D/D CLUSTERS:

Future emphases may include Early Childhood Education, Reading/Language, and Special Education.

CRITERIA USED TO SELECT D/D'S FOR ACTIVE PROMOTION:

Needs/interests of schools and communities in areas served by state facilitator

CRITERIA FOR SELECTION OF ADOPTER LEA'S:

LEA must present evidence of need, multi-level commitment to and support of adoption, process for integration of D/D, internal awareness program, provision for formative evaluation. LEA adoption proposals are reviewed by the advisory committee to the facilitator project including representatives of regional, state, public and non-public agencies and districts.

STRATEGY — MINNESOTA – S.E.

Our strategies:	We counted on D/D for:
DISSEMINATION-AWARENESS	
1. Newspaper articles. 2. Radio broadcasts. 3. Conference and convention exhibits and presentations. 4. Presentations to LEA groups. 5. Regional mailings with feedback sheets.	*Initial awareness materials*
DEMONSTRATION-INTEREST	
1. Mailing of D/D brochures and abstracts with response form *2. Invited review of D/D materials at SF center* *3. Explored visitation/training possibilities with/for LEAs*	*In-depth project information and material including project evaluation*
TRAINING-ASSESSMENT	
1. Coordinate awareness/training workshops in-state or at D/D site for adopter school personnel and future "trainers" *2. Create common interest LEA groups to evolve into adoption support groups*	*1. Conduct training* *2. Conduct visitation*
TRIAL	
SF assists program implementation by providing the following materials/services as requested: in-depth D/D materials, supplemental staff development, variety of workshops on supporting educational change.	*1. Telephone and on-site consultation* *2. Technical assistance including strategies for meeting D/D evaluation requirements*
INSTALLATION-ADOPTION	
As above	*As above*
INSTITUTIONALIZATION-INTEGRATION	
As above	*As above*

ADOPTIONS UNDERWAY IN MINNESOTA

DEVELOPER PROJECT	ADOPTING SCHOOL/DISTRICT
EARLY PREVENTION OF SCHOOL FAILURE	Mounds View School
ECOS	Minneapolis Jr. High Team
	Minneapolis Elementary Team
	St. Paul Area Team
	Archdiocesan Team
	Rochester/Stewartville/Albert LEA Area Teams
FOCUS	Southeast Area Team
	Forest Lake Senior High School
	Forest Lake Junior High School
	Blaine Senior High School
NEW MODEL ME	St. Paul & Suburbs Team
	Albert LEA
	Archdiocese Nativity School
	Minneapolis & Suburbs Team
OCCUPATIONAL VERSATILITY	Southeast Region Team
	Oak Grove Junior High School/Bloomington
PARENT-CHILD EARLY EDUCATION PROGRAM	Mounds View School District
SIMUSchool	Southeast Region Team
ST. PAUL OPEN SCHOOL	Archdiocese Lonsdale-Veseli-New Market Schools
	Minneapolis
	Mounds View
	Minnetonka Pre-School
	Wilson Junior High School/St. Paul
	Central High School "School Within a School"
	Rochester Open School
VOCATIONAL READING POWER	State-wide

TITLE: *PROJECT FACE (Facilitator Assistance for Curriculum Evaluation)*
310 North Providence Rd.
Columbia, Missouri 65201

Tel: 314-443-2561 ext. 218

PROJECT SIZE:

Project FACE is staffed by two full-time professionals and a secretary.

BUDGET: *$100,637*

PROJECT DIRECTOR: *Jolene Schulz*

Jolene Schulz describes her responsibility as Director of Project FACE as: "overall dissemination of DRP Title III services and materials available to 594 school districts and 300 private/parochial schools in Missouri." Her interests/expertise include curriculum and instruction, early childhood and elementary education, and science education.

KEY STAFF:

Harry Kiefer: Ass't. Director
Mary Ruth Pauley: Secretary

* *

FINANCIAL ASSISTANCE POLICY:

Payment to substitutes during training: *Funds not available*

Trainee/trainer transportation costs: *Partially subsidize*

Training materials: *Partially subsidize*

Instructional materials for trial adoption: *Partially subsidize*

Training arrangements and costs in each of these categories is negotiable, and varies according to D/D, LEA, and SF resources.

SPECIAL RESOURCES AVAILABLE FOR D/D USE:

Possible provision of training site in Missouri. Willing to coordinate multiple requests which have been made by LEAs directly to D/D.

SPECIAL EMPHASIS ON D/D CLUSTERS:

No special emphasis on particular clusters

CRITERIA USED TO SELECT D/D'S FOR ACTIVE PROMOTION:

Expressed needs of each school district which uses the services of the Facilitator

CRITERIA FOR SELECTION OF ADOPTER LEA'S:

LEAs selected on the basis of LEA letter of application for assistance in adopting, signed by the ranking school officer and confirmation of adoption intent by the D/D involved.

STRATEGY — MISSOURI

Our strategies:	We counted on D/D for:
DISSEMINATION-AWARENESS *1. Initial awareness mailing to all supts., principals, curriculum directors. 2. Personal visits to school districts. 3. Presentations and displays at major state ed. mtgs. 4. Mtg. with Missouri St. Dept. of Ed. Curriculum Supervisors. 5. Slide presentation*	
DEMONSTRATION-INTEREST *1. Follow-up letters. 2: Consultation visits to school districts. 3. D/D catalogue distributed. 4. LEA personnel invited to Resource center for D/D overviews. 5. D/D materials made available for review. 6. Regional awareness conferences held*	*1. Software materials* *2. Audio-visual presentations* *3. Program descriptions* *4. Mini-institutes and personal appearances*
TRAINING-ASSESSMENT *1. Sent visitors for on-site demonstration of projects* *2. Follow-up communication with potential adopters after visitation*	*Receive potential adopters for on-site visitation*
TRIAL *1. Assistance in establishing a pilot school center in adopting district.* *2. limited financial/technical assistance provided.*	*Training of staff or trainer. (Financial arrangements somewhat negotiable.)*
INSTALLATION-ADOPTION *1. Follow-up and financial assistance* *2. Provide for consultant from project to visit adopter site* *3. Collect data or information as required by the D/D*	*1. Providing training* *2. Provide consultant service and direction to facilitator and district (Financial arrangements are somewhat negotiable.)*
INSTITUTIONALIZATION-INTEGRATION *Same as above*	

ADOPTIONS UNDERWAY IN MISSOURI

DEVELOPER PROJECT	ADOPTING SCHOOL/DISTRICT
ADVENTURE	Webster College Lab School St. Louis Association for Retarded Children St. Clair (1 school) New Haven (1 school)
CONCEPTUALLY ORIENTED MATHEMATICS PROGRAM	Houston (1 school) Lee Summit (7 schools) Independence (1 school) Missouri Conference of Seventh-Day Adventists (16 schools)
EARLY CHILDHOOD PREVENTIVE CURRICULUM	Wright City (1 school) Macks Creek (1 school) St. Elizabeth (1 school)
EARLY PREVENTION OF SCHOOL FAILURE	Nevada (4 schools) University of Missouri Lab School Brunswick (1 school) Clark (1 school) Renick (1 school) Lamar (1 school) Gainesville (1 school) Union (2 schools)
ECOS	Columbia (17 schools)
PROJECT FOR READING DEVELOPMENT	Oak Grove (1 school)
STRATEGIES IN EARLY CHILDHOOD EDUCATION	Pattonville (7 schools)
TALENTS UNLIMITED	Webster Groves (1 school) Rolla (1 school)

FACILITATOR PROJECTS

1974 - 1975

B. Keith Rose 916-342-1838
California State Facilitator Project
Room 100
AJH Building
California State University
Chico, California 95926

Duane Webb 303-772-4420
Colorado State Facilitator
830 South Lincoln
Longmont, Colorado 80501

Harry Osgood 203-562-9967
Connecticut Facilitator Project
Educational Resources Center
800 Dixwell Avenue
New Haven, Connecticut 06511

Allen Scott 904-638-4131
Florida Facilitator Center
Panhandle Area Educational Cooperative
P.O. Drawer 190
Chipley, Florida 32428

Shirley Menendez 618-745-9415
Project MEDIA (Meaningful Educational
Directions Through Innovative Approaches)
Meridian Community Unit
District #101
425 No. Blanche Avenue
Mounds, Illinois 62964

Ralph Parish 316-685-8661
Project LINK
670 North Edgemoor
Wichita, Kansas 67208

Lawrence W. Allen 502-564-4368
Kentucky Statewide Facilitator Project
Plaza Tower Room 1609
Frankfort, Kentucky 40601

David Crandall 617-346-8181
Massachusetts Diffusion Assistance Project
(MDAP)
3 Mechanics Street
Merrimac, Mass. 01860

Clare Keller 313-326-7320
Project INFORM
Wayne County Intermediate School District
30555 Michigan Avenue
Westland, Michigan 48185

Dianne Lassman 612-376-5297
EXCHANGE: A Minnesota State Facilitator Project
166 Peik Hall
University of Minnesota
Minneapolis, Minnesota 55455

Dick Peterson 507-537-7141
Statewide Facilitator Project
ESA Office
Southwest Minnesota State College
Marshall, Minnesota 56258

Richard Hegre 218-894-2430 ext. 125
Northern and Central Minnesota State Facilitator Project
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